

S
364.36
CS1smyi
1993
Hanser, Harold
A Section 52-1-
211 MCA model for
youth information
management, early
identification and
interagency

**A SECTION 52-1-211 MCA MODEL FOR YOUTH
INFORMATION MANAGEMENT, EARLY IDENTIFICATION
AND INTERAGENCY COORDINATED SERVICES**

STATE DOCUMENTS COLLECTION

JAN 10 1994

MONTANA STATE LIBRARY
1515 E. 6th AVE.
HELENA, MONTANA 59620

Prepared for the Montana Board of Crime Control
By: Harold Hanser
June 1993

PLEASE RETURN

MAR 1 1995

JUL 25 1997

MONTANA STATE LIBRARY

S 364.36 C51smyi 1993 c.1 Hanser

A Section 52-1-211 MCA model for youth i



3 0864 00086880 5

INTRODUCTION

The problems of fragmented decision making based upon incomplete or inaccurate information, crisis management, agencies working at cross purposes and in competition, a lack of coordination at all levels of the human services delivery system and the resultant progressive deterioration in children and families are of concern to communities throughout the state of Montana. In 1991, in response to these problems, the Montana Legislature enacted House Bill 948. This act is codified in §§ 52-2-202 through 211, Montana Codes Annotated. As § 52-2-201 MCA points out, the purpose of the Act is to "strengthen and improve children's services in Montana." Section 52-2-211 provides for the formation of county inter-disciplinary child information teams. This section provides guidelines for sharing confidential information and coordinating services for children and families in need of services from several different agencies.

In 1993, the Montana Legislature also enacted the Montana Family Policy Act. This act outlines a series of guiding principles intended to direct state agencies in the development and provision of services to children and families. Chief among these guiding principles is the charge that agencies will "maximize resources and establish a range of services driven by the needs of families rather than by a pre-determined array of categorical services."

It is to these ends that the Yellowstone County Interdisciplinary Child Information Team has been working for the past two years. As the manual attests, this has not been an easy task. Turf, competition, and blaming continue to present roadblocks to serving the best interests of children and families. Despite these problems the Yellowstone County Team has managed to formalize inter-agency relationships and develop a means of assuring that youth with multi-agency needs are identified and served in a fashion that is driven by the needs of the child and provides for accountability in the provision of those services. The Board of Crime Control believes that this approach has merit and may provide communities with a road map as they attempt to implement § 52-2-211, MCA. As you work with these guidelines, please remember that each county or community must tailor its program to meet specific local conditions. This manual is intended as a case study and a guide for communities interested in working smarter and more productively to assist children and families achieve their fullest potential.

PREFACE

The future has never been brighter for the child who has the opportunity to grow and mature in a family where there is a positive environment for normal physical and emotional growth. The antithesis is the child where love and security is displaced by chemical abuse, or violence, or sexual abuse or where the care taker has inadequate parenting skills.

It is comforting to believe there is a safety net to catch and salvage these lost children, but the real world experience negates this optimism. A critical factor in the lost child syndrome is that the governmental child serving entities are not a system, if such term is construed to mean an organizational structure with the capability to assign and coordinate priorities. Rather it is a conglomeration of statutorily independent entities with wide discretionary authority and assigned specific areas of responsibility. The mandated functions and funding are splintered at both state and local level. Federal regulations and funding sources further erode the concept of an unified system.

Notwithstanding mandated responsibilities, the reality is that all governmental entities are driven as much, if not more, by budget as by mission. The budget issue becomes even more divisive as the entities are in direct competition with each other for funding. The high cost of residential treatment, psychiatric and medical care is a classic example of budget driven decision making. We now have a disproportionate ratio of expenditures between the number of children served in these high cost programs as compared to the total number of children in need of intervention services.

This disproportionate ratio is compounded where intervention is triggered by a crisis, which, because the complexities of the problem will generally mandate long term, high cost treatment. All too often budget limitations restrict intervention services to crisis control rather than effective treatment. At best, crisis intervention is costly in both dollars and human resources and produces only a guarded prognosis.

On the other hand early intervention is not only more cost effective but enhances the prognosis. A high percentage of at risk children are the product of a dysfunctional home where there is a history of an internal inability to make the needed changes. The ability of the school, or the department of family Services or probation, acting independently to correct the problem is likewise generally less than adequate.

The thrust of the program outlined is to provide the mechanics for a formalized information management and cooperative agency intervention model with the capability to provide early identification and coordinated intervention services from at risk through crisis stages.

CHAPTER 1 STRUCTURE AND ORGANIZATION

The structure of the interagency partnership outlined in this paper is based on Section 52-2-211 MCA. It is designed to address the following goal statements:

1. Whatever is done or not done by the individual governmental and private youth serving entities must be measured against the standard of the larger view of the best interest of the child rather than looking only at the specific mandate of an individual entity.
2. Youth information management is essential for effective decision making and intervention services by making available to the decision maker all creditable information held by the various entities in the system.
3. Intervention services by the various entities must be coordinated to be both treatment and cost effective.
4. The organization should be structured to manage information and coordinate intervention services through the continuum from "at risk" through "crisis", with sufficient flexibility to design and implement innovative programs and respond to new problem areas identified by the community.
5. An early intervention model is dependent on the ability to identify with reasonable accuracy the at risk youth and to coordinate intervention services.
6. Cooperative voluntary solutions between governmental entities and parents should be the first priority as they are generally more cost effective and more permanent than where legal coercion is required.
7. The youth serving entities should have the capability to present the Youth Court with a recommended, comprehensive, coordinated treatment plan for consideration by the Judge in the disposition of each case before the court.
8. The child serving agencies should have the ability to produce statistical data to support adequate funding for the governmental entities and the essential community based support services such as mental health, chemical abuse and other treatment programs.

The model presented in this brief brings together local and state governmental child serving agencies under a partnership agreement which establishes a management team to set policy, manage information, and coordinate intervention strategies. The administrative function is performed by a coordinator who is supervised by the management team. Under guidelines established by the team the network can be expanded by involving private sector persons and nonprofit entities.

It should be noted that this model provides the flexibility to focus specially structured teams in areas such as chemical abuse, truancy, school re-entry, and other problems which are prioritized by the Board. Even the best designed and operational early identification and intervention program can only reduce, but will not eliminate the need for crisis intervention. The administrative structure of this model likewise provides the capability for efficient crisis intervention.

SUGGESTIONS FOR STARTING A PROGRAM

A. Rounding Up the Game Players

The creation of any new program depends on a core group, which may be as small as one person, who believe in a concept and are motivated to devote the time and effort to build a larger consensus group. Since discussion cannot move from the theoretical to the practical until the essential game players are part of the consensus group it is important to get them on board as soon as possible. The Section 52-2-211 essential game players are listed in subsection C.

Every governmental or private sector entity is composed of three types of personnel: 1) those who generate ideas and seek ways to improve the status quo, 2) those who do their work in a conscientious manner but are reasonably oblivious of the larger entity goals and, 3) those negative personalities who likewise perform creditable work but who, through long and dedicated practice, have become professional fault finders. Identify and involve the idea people. They will not only be a valuable asset in developing the program structure, but will energize their entity to support a new and better way of doing business. Task oriented people are necessary in any organization, but it is the result oriented people who are necessary to change the way things have always been done.

B. Ex-Officio Essential Game Players

There is no free lunch. The model program is designed with a coordinator as an essential function which requires some additional funding. Any multi-agency program will be more effective with, depending on anticipated case load, a full or part time coordinator. In addition to salary; office space, telephone and office equipment are required for the coordinator. As discussed in a subsequent section, the demand for confidentiality will restrict potential office locations. If one or more of the partnership entities can make all or part of this resource available from existing budgets, so much the better.

At least one county commissioner and one city council member should be involved at the inception of the project. The political leadership of the county and city should be encouraged to stay involved throughout the life of the program. This is the "buy in" concept where support is enhanced by the opportunity for input and an ability to influence the development of the program. The budget issue is more easily prioritized if approached in this manner than attempting to sell a completed project to uninformed officials who are concerned about cost savings. The school district superintendents, who are designated essential persons, should be delegated the responsibility of keeping their respective trustees fully informed as the project develops. Do not discourage any elected or appointed officials who express an interest from attending the meetings

C. *A Suggested Legal Basis And Essential Players*

Section 52-2-211 is recommended as an excellent legal format because of the flexibility allowed in structuring the organization and information sharing; however, it is not a requirement. Although some other legal authority is used, the structure and essential game players will be essentially the same as the model. Under this code section the essential game players are:

Youth Court
County Attorney
Department of Family Services
County Superintendent of Schools
Sheriff
Chief of any Police Force
Superintendents of Public School Districts

The process will develop in a far more orderly manner if each of these entities is represented by the head of the entity or a designee who can speak for the head of the entity. Keep this fact in mind... until the decision maker for the essential entities is willing to sign off you do not have a consensus.

D. *A Multi-Agency Partnership*

To be effective and have a reasonable expectation of continued existence, the final product must be a partnership of the essential game players. The key word is, "partnership", which denotes a buy in and consensus on the goals and objectives of the program by the child serving governmental entities working together on an equal basis.

Although a lead entity concept has advantages at the organizational stage, the temptation to use it should be discarded as it does not build the level of partnership consensus that is essential for constructive interagency working relationships.

A serious shortfall of our existing splintered system occurs when the lead entity, which is usually either DFS, probation, or a school finds itself in an isolated position. Unless there are formalized management procedures in place this entity has no simple or effective way to access the other child serving entities for assistance. **Entity isolation is the handmaid of the lost child syndrome.**

E. *Sign in Blood*

Although governmental entities do often share information and work together in a cooperative manner, this is not the rule, nor is there a formalized process to ensure it occurs in all cases. It is not uncommon to find cases where two or more entities are providing services which are at cross purposes with each other. In general, where interagency relationships exist it is usually based on a personal basis, and have a self life only until there is a personnel change.

To avoid the fluctuations of changing relationships, and to institutionalize interagency procedures, there is a growing acceptance of the necessity for a written agreement, signed by the entity head or designee, which clearly states what is going to be done, who is going to do it and how it is going to be accomplished.

F. *It's Like Making A Cake From Scratch*

A copy of the agreement used in Yellowstone County is attached as an exhibit. Do not think of it as written in stone but rather as recipe that will produce a workable product. It is recommended that the final agreement, whatever its final form, contain the following ingredients.

- (1) Determine what kind of a cake the participants want to bake and agree on a mission statement. There will be some initial differences of opinion. A good way to do this is to have everyone contribute to a problem list and offer possible solutions. A partial list of those discussed in Yellowstone county is attached as an exhibit. Take whatever time is required to reach a comfort zone by all of the essential game players to define the goals and objectives which will accomplish the desired result. It is only when all of the partners feel they have a buy in on the final product that the necessary ingredients can be assembled.
- (2) A management/policy board comprised of the essential game players [reference Sec 52-2-211 (1) MCA] is an excellent way to ensure continuing management and to provide a forum for addressing new problems or improving existing operating procedures. There is simply no way to have a multi-agency program without some operational conflicts. A management board provides an excellent forum for dispute settlement before it reaches the crisis stage and impedes the day to day functions of the program. A valuable side effect of the management team is to keep the top decision makers aware of what is actually happening in the larger picture.
- (3) Since the essential game players and their employees already have full time jobs, the most efficient structure, depending on the anticipated case load, will provide for either a full or part time executive director, or coordinator. This position is designed to implement the policies set by the board and be responsible for the day to day operation of the program. As previously indicated, this is viewed as an essential function in the Yellowstone County program.

Minimum qualifications for this position are: 1) a person with administrative skills, 2) the ability to work well with others, 3) has the maturity and credibility to maintain confidentiality, and 4) if at all possible, an understanding of the juvenile system. In theory it may be possible to operate a multiagency, cooperative project without a coordinator, but in the real world it is probably an exercise in futility to attempt to do so.

Note 1. The Yellowstone county agreement suggests the coordinator can be a contract person. The IRS did not agree with this view.

Note 2. As this will be a partnership, the partners, rather than the governmental agency administering the budget, should have the responsibility for hiring and supervising the coordinator.

Note 3. The coordinator should be budgeted under one of the governmental offices for administrative purposes. Preferably this will be the county as the more inclusive entity. However, the cost associated with this office should be shared by the partnership entities.

Note 4. *Confidential* must be a consideration in all aspects of the program. The office space allocated to the coordinator must, at a minimum, provide security for the files. The office should likewise provide confidentiality for telephone and in office conversations.

- (4) The quality of decision making is in direct proportion to the information available to the decision maker. National studies have identified the shortfall of information validation and its dissemination between entities as a major problem in the traditional splintered systems. Information Management is the heart of any multiagency program. The agreement should, at a minimum, generalize the requirements and authorize the management to issue specific guidelines. It should include the following components:
- A. procedures to control confidentiality and maintain a record of all dissemination;
 - B. limit information dissemination to need to know [see appendix for Yellowstone county definition];
 - C. define and distinguish formal and informal dissemination and establish procedures for each category;
 - D. identify what information will be disseminated from each entity;
 - E. require each entity to establish internal policies to carry out the purposes of information management, to include who within the entity will be responsible and how the available information will be validated;
 - F. establish policies for information dissemination to and from private persons and nonprofit agencies which are brought into the network;
 - G. establish policies for release forms to access information where there is no legal authority [chemical treatment, psychiatric, etc].
- (5) Formalized procedures should be developed for an early identification and coordinated services model. The Yellowstone county program is school intensive with identification and intervention keyed to student absenteeism. [see appendix for Yellowstone county validation studies and uniform absenteeism policy]

The structure of an early identification model must take into consideration the reality of a high number of existing unresolved crisis cases. It is essential to define a specific target group for early intervention that can realistically be accommodated under budget limitations. Without a target group that are in fact served, the unresolved crisis cases will prioritize the program to the exclusion of early intervention.

However, the ability for informal information transfer will be of considerable benefit to the entities involved in these unresolved cases. The Yellowstone county model has the capability to create a special team to assist with the existing case load. To attempt to be all things to all people is to build in failure. The need to target is a clear example where scope is driven by budget and available resources.

- (6) Consider structuring the agreement to bring in private and nonprofit agencies which can contribute to the solution of specific cases. Section 52-2-211 provides an excellent legal basis for such provision. The capability to network enhances the potential to focus all available resources on specific cases.
- (7) Whether Section 52-2-211 some or other statutory authority is used as the legal basis for the program, it is strongly recommended that the program be county wide, or multi-county to obtain the highest and best use of the available resources.

G. *A Path Through The Mine Field*

- (1) Turf. Turf does not exist exclusively in government, but it reaches perfection in this environment. In its purest form turf is the antithesis of cooperation; it is a denial of an objective beyond the scope of the individual entity or any of its components; it is an irrational survival attitude of territorialism which sees change as a threat to the existence of the entity and its personnel; it is the personification of selfishness where the public good is sacrificed for self perpetuation.

Suffice it to say there is no final, absolute solution to the turf issue, but unless neutralized may, at the out set, barrier the ability of the parties to agree on a new program. And unless it is controlled the continuation of an operational program is at risk. Turf control must be a continuing priority beginning with the first meeting. Entity buy in at the inception and throughout the life of the program offers the best opportunity for turf control.

Organizational buy in is achieved from the bottom up and not from the top down. The key people in each essential entity must not only feel, but in fact have, the opportunity to present their ideas for consideration. They should be encouraged to do this through their entity representative. Unless the final product is a partnership of equals, the turf wolves who perceive themselves as having been excluded or their habitat threatened will eat it alive.

The selection of a temporary chairperson is critical to the turf problem. This person should be a dominant personality who can, in good faith, accommodate the views of others and resist the urge to impose his/her views on the others.

The use of a qualified facilitator can ameliorate many of the turf problems. Avoid at all costs the selection of the person who objects the least and who is without consensus building skills.

- (2) Resistance to change. This phenomenon is a first cousin to turf. It is aided and abetted by the fact that many governmental employees see their job as task oriented rather than result oriented. They have become comfortable with their work assignment and see any change as not only a threat to their comfort zone, but their continued employment. Hopefully better management training in the need to involve the employees in the larger mission of the entity or department will reduce this attitude, but for now it is a reality that has to be taken into account.

Interagency cooperation, to succeed, requires not only the entity manager, but the support of the personnel who do the work. The attitude of the head of the entity and mid-level management is essential to overcoming this resistance. To move from an antagonistic or even a neutral stance to one of enthusiastic support, the workers must be motivated by the firm knowledge they and their changed duties are important. The employees, just as the essential game players, must have a buy in. The ace in the hole is the cadre of idea people in the entity who have been involved in the development of the program.

- (3) Funding. The goal is to institutionalize the funding with shared contributions by the participating entities. Grants are a viable way to get started, but like most marriages today, they are not forever. With or without a grant allow lead time for local funding to kick in. The process of obtaining a consensus on institutionalized shared funding should began with the first meeting. Given the fiscal realities of the state, counties, school districts and cities this issue must be assigned a high priority. Be up front from day one with the various budget decision makers that the program will have some additional cost. The level of funding will depend on the ability to justify the program based on anticipated results, and continued funding on its actual success.
- (4) Focus. The best focus control device is a well thought out and followed meeting agenda. Allow a minimum of two hours for the first meeting. This is the best opportunity to develop the interest and enthusiasm that will carry through to a final product.

Every participant will come with a bag full of war stories detailing in excruciating detail complaints about other agencies he/she wants to share with the group. Unless the meetings are controlled by a firm agenda and a stern chairperson the participants will spend the next hundred years listening to these injustices. A controlled number of war stories allocated to the various entities is an useful tool,

but used to the excess will result in the participants walking out in a self righteous huff. For the most part they will accurately describe the frustrations and short falls that exist when the entities are not coordinated and decisions affecting the child and its family are made on inadequate information.

As indicated, to be productive, this exercise in mutual bashing must give all of the participants equal time and be completed during the first meeting with time allocated to end the meeting on a constructive note. The temporary chairperson or facilitator should condense and reduce to writing the various concerns. Nor should the temporary chairperson be reluctant to suggest areas for comment to illustrate problem areas that may not have been voluntarily vocalized. Prior to ending the meeting the temporary chairperson or facilitator should sum up the concerns and request the participants bring building ideas to the next meeting.

Weekly or bi-weekly meetings are useful in maintaining focus, particularly until the basic structure is determined. Send out the minutes of the meeting to not only the participants, but to others who should be involved. Include the agenda for the next meeting with the minutes. Think of the agenda as a road map to pre-condition the group as to focus and direction.

- (5) What are we doing? There has been a communication failure of tragic consequence, if after a couple months the participating agencies are asking; what are we doing, why are we here, where are we going. Based on the law of probabilities there will be one or two in any group who have a mind set to hear only what they want to hear. This impediment must be overcome as a successful partnership requires that every participant is tuned to the same wave band.

Communication identity is enhanced when all participants attend and are actively involved in all meetings. The temporary chairperson must periodically review and re-state what has been done and make certain all differences of opinion are resolved before moving forward. Comprehensive minutes must be distributed and read. Consider bringing the coordinator on board as soon as possible. This person is in an ideal position to promote good internal communication. It is difficult to imagine a worse fate than to discover at the time the document is to be executed that rather than having one mutually agreeable partnership agreement, there are two, three or four different perceptions of what was intended.

CHAPTER 2

COMMENTS ON THE YELLOWSTONE COUNTY AGREEMENT

1. Background

The Yellowstone County Agreement is a second generation document based on Section 52-2-211 MCA. Its 1988-89 predecessor was a pilot program, developed at local level and was based on existing law at that time. The experience under that program pointed out the need for legislative changes and became the basis for the enactment of 52-2-211.

A central theme of the 1970's was a sincere belief that the best interests of the child would be served by surrounding the child with a cocoon of confidentiality. National studies conducted in the early 1980's reflected that rather than promoting the interest of the child, narrow confidentiality requirements were often a barrier to the exchange of information between child serving entities and promoted entity isolation rather than cooperation.

Research centers such as the National School Safety Center at Pepperdine University promoted the concept of expanded information sharing using a formalized system of information management. Under this concept there is a recognition of the need for confidentiality, but its parameters would be expanded to enhance interagency cooperation.

The use of a signed agreement and a management/policy board was borrowed from a project developed by the Oxnard, California Police Department dealing with serious and violent youth offenders. Its value is two-fold: 1). it memorializes entity commitment rather than relying only on individual personalities; and 2). it clearly sets out the objectives, duties and responsibilities of the parties.

2. Section by Section Overview of the Yellowstone County Agreement

A. Section I. Purpose.

Uses the language of Section 52-2-211 MCA.

B. Section II. Effective Date and Term.

The mandated two year term and advance notice for withdrawal was a compromise between an indefinite term and the right of an entity to withdraw at any time. As a practical the withdrawal of any essential agency probably ends the project.

C. Section III. Team Membership.

This section sets out in some detail the administrative procedures for the creation of the policy Board and admittance of other entities and individuals to the team. The purpose is to control membership, require adherence to the terms and conditions of the Agreement and to control confidentiality. The term "Board" designates the 52-2-211 entities who are the only ones authorized to vote on administrative and policy matters. The term "Team" is generic and includes the Board and other entities who are authorized by the Board to be members of the organization. The scope of possible involvement is based on 52-2-211.

- D. Section IV. Organization and Budget.
This section sets up the organization structure and a detailed laundry list of the authority and duties of the Board.
- E. Section V. Information Management.
This section outlines in detail the requirements for information management which is the critical operational component of the program. The criteria for information sharing, confidentiality control and entity responsibility are likewise set out in detail. It should be noted there were no objections by the signatory entities to the specificity accorded to these matters in the agreement. [refer to the appendix for Board directives expanding control requirements]
- F. Section VI. Coordinator.
This section sets out the two critical elements for the coordinator: 1). to be bound by the terms and conditions of the agreement and 2). to carry out the directives of the Board. The specific duties of the coordinator are defined by policy guidance and directives from the Board.
- G. Section VII Priority Target Group.
This section addresses the reality of resource limitations and defines the program priority. It should be noted this section does not preclude informal information sharing on those cases outside of the pre-determined target group nor from coordinator involvement on a time available basis in existing cases. It should be noted that the Board has sufficient flexibility to modify the target group, create additional target groups or re-direct the coordinator's involvement.
- H. Section VIII. Relationship to Other Legal Duties.
This section is, in a sense, turf protection, but as a practical matter puts the Board on notice they cannot usurp the statutory duties of any governmental entity.
- I. Section IX. Modification.
This section is a concise statement that the 52-2-211 members retain the authority to modify the agreement.
- J. Section X. Ability to Contract with Other Counties.
This section allows for a multi-county team. If this section is implemented there may have to be some administrative modifications in the agreement to accommodate an expanded jurisdictional concept.
- K. Section XI. Acceptance of Terms.
The best recommendation is to delay implementation until all of the essential entities have signed. Under 52-2-211 the agreement has no legal effect until it is executed.

CHAPTER 3
SOME CONSENSUS CONCLUSIONS OF PROBLEMS RELATING
TO YOUTH INTERVENTION SERVICES WHICH WERE FACTORED
INTO THE 1988-89 YELLOWSTONE COUNTY MULTIAGENCY AGREEMENT

1. The quality of decisions being made by the various child serving entities from first contact through Youth Court disposition were negatively impacted as the person charged with making the decision rarely had all of the facts known by the various agencies in making a the determination.
2. In general, reporting under the statutory abuse/neglect criteria was based on a reasonably apparent physical or sexual standard associated with a crisis. The Child Protective Team (Section 41-3-108) represented the only viable method for interagency information transfer; however, this forum was being used only for crisis situations. There was a definite need to identify the at risk child and have the ability for interagency information transfer at this point, or at first contact, to develop the total picture of the child and its family in order to design appropriate coordinated intervention services.
3. At best, interagency cooperation was fragmentary and in some cases where more than one agency was involved, the intervention services were at cross purposes.
4. Confidentiality laws were often a barrier to information exchange and in some cases where the law did not actually barrier information exchange, it was perceived as doing so.
5. There were no procedures in place to identify or trigger coordinated intervention short of a crisis.
6. In many cases where prior intervention services had been terminated by the unilateral decision of the lead agency, and the problem was either in remission or still outstanding, it was virtually impossible to ascertain the reason for such decision. The practical impact of such termination was to transfer the problem to the school which had little or no background information. The reactivation of intervention by the original agency generally required another crisis. During the interval the problems had usually accelerated.
7. There was no system to prioritize or track cases with a high potential for reoccurrence which often resulted in a progressive deterioration of the child until the next crisis.
8. Because of a lack of an effective early identification model, and a major shortfall in agency and community services, there were many cases where effective community based treatment was inadequate and resources were not available for appropriate treatment programs. These children were maintained in a limbo of inadequate best effort, or simply dropped through the cracks.
9. Resource limitations mandated a restricted early intervention target group.

10. The majority of dysfunctional children were the product of dysfunctional homes. Where there were siblings, they demonstrated similar behavior problems and also generally suffered from the same treatment shortfall.
11. Although there was a reasonably high degree of individual entity accountability; there was a perception of a lack of accountability for the best interests of the child when the splintered system was viewed as a whole.
12. There was a definite need for a formalized system to manage information, identify and transfer information for the at risk child, and a person to coordinate these functions.

The evaluation of the 1988-89 agreement after it had been operational for a year validated the perceived problems and provided a forum to address some of them. However, existing law did not provide the flexibility to adequately address the problem of information transfer in a timely or efficient manner. Without legislative changes the procedures would remain cumbersome and restrict the number of children who could be served. The 1988-89 agreement and the experience gained under it became the basis for HB 948, now Section 52-2-211.

APPENDICES

YELLOWSTONE COUNTY INTERDISCIPLINARY CHILD INFORMATION TEAM

A P P E N D I X A

YELLOWSTONE COUNTY INTERDISCIPLINARY CHILD INFORMATION TEAM AGREEMENT

Pursuant to the provisions of Section 52-2-211 MCA, the undersigned parties, in mutual consideration of the premises, hereby establish the YELLOWSTONE COUNTY INTERDISCIPLINARY CHILD INFORMATION TEAM, hereinafter referred to as the Team, under the following terms and conditions.

SECTION I. PURPOSE

Recognizing that the quality of decision making at all levels and the capability for early identification and intervention is enhanced by the ability to access all of the validated information held by the child-serving agencies; the purpose of the team is to facilitate the exchange and sharing of information that one or more team members may be able to use in serving a child in the course of their professions and occupations, including but not limited to abused, neglected, dependent, and delinquent children and youth in need of supervision, and to form one or more auxiliary teams for the purpose of providing services to a single child, a group of children with a particular type of problem or for any other purpose consistent with Section 52-2-211 MCA.

SECTION II. EFFECTIVE DATE AND TERM

This agreement shall become effective on the __day of _____, 1992, and shall remain in force until revoked by a majority vote of those persons and agencies designated in paragraph 1 of Section III of this agreement who have signed this agreement and are current members. However any member designated in this section may withdraw from the Team on December 31st on any successive two year period subsequent to December 31, 1992, by giving sixty days notice in writing to the remaining team members as designated herein.

SECTION III. TEAM MEMBERSHIP

1. The persons and entities or their designees who sign this agreement shall be the voting members of the Team. Each person or entity designated below shall have one vote and shall hereinafter be referred to as the BOARD; An entity designee shall fill a written authorization to act for and on behalf of the entity which shall include a certification that the entity agrees to be bound by the terms and conditions of the agreement. The following persons and entities operating within Yellowstone County comprise the Yellowstone County Interdisciplinary Child Information Team:
 - (a) the youth court;
 - (b) the county attorney;
 - (c) the department of family services;
 - (d) the county superintendent of schools;
 - (e) the sheriff;
 - (f) the chief of any police force; and
 - (g) the superintendents of public school districts in the county.

2. A majority vote of the Board shall be required to:
 - (a) determine all administrative matters to come before the Team; and
 - (b) approve any of the following persons or entities who meet the criteria established by the board to sign the written agreement and become members of the Team. Such persons and entities shall not hold membership on the Board and shall not have the right to vote.
 - (1) Physicians, psychologists, nurses, and other providers of medical and mental health care;
 - (2) attorneys; and
 - (3) a person or entity that has or may have a legitimate interest in one or more children that the information team will serve.
3. Any person or entity listed in paragraph 2 above who desires to become a member of the Team shall make a written request to the Board. Such request shall:
 - (a) list the applicant's full name, address, phone number, present occupation, professional status, and a certification that he/she agrees to be bound by the terms and conditions of the agreement;
 - (b) if the applicant is an entity the request must contain the name, address, phone number, the purpose for which the entity is formed, if applicable, the name of a designee (s), signed by an authorized agent of the entity, and a certification that the entity will bound by the terms and conditions of the agreement;
 - (c) contain a concise statement stating the specific reasons for requesting team membership, and the time period for such membership; and
 - (d) an acknowledgement that the decision of Board as to the acceptance or rejection of the request is final.
4. Upon receipt of a request pursuant to paragraph 3 the Board may:
 - (a) request the applicant to appear in person before the Board in connection with the request;
 - (b) distribute the request to the members of the Team for comment; however, there shall be no further dissemination beyond the Team;
 - (c) vote on the request at a regular or special meeting or may vote by phone;
 - (d) upon approval of a request fix a termination date which shall be consistent with the needs of the applicant, but shall not exceed two years; and
 - (e) accept an application for extension of membership; however, each extension cannot exceed a term of two years.
5. Any Team member that represents an entity may appoint, in writing such designee (s) as they shall deem appropriate. EXCEPT, that those entities or persons who are members of the Board shall have only one designee who is authorized in writing to vote on behalf of the entity or Team member.

6. The Board shall, by a majority vote, have the authority to suspend any Team member who shall fail to abide by the terms of the agreement.
7. Whenever one or more Team members believe there is a need to form one or more auxiliary teams for the purpose of providing service to a single child, a group of children, or children with a particular type problem or for any other purpose, the following procedures shall be followed:
 - (a) a written request shall be made to the Board which shall state the reasons for the team (s), the length of time such team (s) shall be required, and the names, addresses, and telephone numbers of the proposed members;
 - (b) the Board shall act upon such request in the same manner as provided herein for the consideration of additional Team members; and
 - (c) the auxiliary team (s) shall be effective upon approval by the Board, EXCEPT, that a proposed auxiliary team member who is not a member of Team and has not executed a certification to be bound by the rules and conditions of the agreement shall not participate until such person shall have been approved by the Board as provided herein.

SECTION IV. ORGANIZATION AND BUDGET

1. The head of any agency designated in Section III, paragraphs 1 and 2 may designate a member of said agency to represent the agency on the Team as provided in Section III, paragraph 5.
2. The Board shall conduct meetings and other business under Roberts Rules of Order or may enact their own operational rules.
3. The Board shall select a chairperson and a vice chairperson from their membership, and may designate the coordinator or some other person to act as secretary who shall take and maintain minutes of all Board meetings and administrative actions.
4. The Board may, from time to time, form such committees as shall be necessary to carry out the functions of the Board.
5. The Board shall meet quarterly and at such other times as may be required. The non voting members designated under paragraph 2 of Section III may attend all meetings of the board. All meetings of the board shall be open to the public, except as provided under the open meeting law, or where specific cases or individuals are discussed.
6. The Board shall have the following responsibilities:
 - (a) to establish and review the job description for the team coordinator;
 - (b) to negotiate an agreement with the governmental entity employing the coordinator which will delegate to the Board the responsibility to select, supervise, and evaluate the coordinator;

- (c) to establish by April 1st of each year a proposed budget for the office of the coordinator and to negotiate with the team members specified in paragraphs 1 and 2(b) of Section III and other funding sources for direct and in-kind funding. The budget shall be finalized no later than June 30th of each year based on the actual funding commitments. HOWEVER; neither direct or in-kind funding shall be a requirement for a person or entity to be or remain a member of the team.
- (d) to designate a specific Board person who will supervise and evaluate the coordinator;
- (e) to monitor, evaluate, and update the Board policies relating to internal operational procedures, for the management of information, and control of confidentiality;
- (f) to appoint additional Team members pursuant to Section III;
- (g) to appoint one or more auxiliary teams pursuant to Section III for the purpose of providing service to a single child, a group of children, or children with a particular type of problem, or for any other purpose. Any teams so appointed shall be subject to the terms and conditions of this agreement;
- (h) to encourage interagency financial and in kind resource enhancement;
- (i) to develop a system for the compilation of generic statistics which will reflect the type and nature of problems, response, and service shortfalls;
- (j) to prepare an annual report which shall be available as a public document and which will make specific legislative suggestions;
- (k) to maintain a current list of all Team members and members of auxiliary teams;
- (l) to explore new and innovative ways to promote interagency cooperative procedures and programs to serve children;
- (m) to perform such other duties as are necessary to carry out the purposes of this agreement.

SECTION V. INFORMATION MANAGEMENT

1. Definitions:

- (a) *information management* as used in this agreement means the process whereby information concerning a youth who is within the definition contained in Section 52-2-211 MCA, his/her siblings and family, is validated, disseminated, and the legal requirements for confidentiality are maintained by any person or agency who has signed this agreement;
- (b) *validated information* means information that is delineated in 52-2-211 and is current, accurate, and relevant;
- (c) *disseminated* means the procedural rules and the release of otherwise confidential information to persons and agencies who have signed this agreement and the limitation on further dissemination as required under Section 52-2-204 (4).

2. It is hereby established as a priority by the contracting parties to develop computer capability by the coordinator for compiling and disseminating information.

3. The persons and agencies who have signed this agreement hereby agree:
 - (a) to develop internal policies to validate information in youth files and to provide for periodic reviews to ensure compliance;
 - (b) to designate an youth information liaison person (s) who will be responsible for releasing youth information pursuant to the operational procedures adopted by the Board;
 - (c) to adopt and enforce internal policies which will ensure that information regarding a child that a team member supplies to other team members or that is disseminated to a team member under 41-3-205, 41-5-602, or 41-5-603 is not disseminated beyond the team.
4. Information exchange between Team members, to include auxiliary team members:
 - (a) The information liaison person in agencies, the professional persons who are team members, and the coordinator releasing information under this section shall maintain a log showing the date, name of child, internal file number and any other identifier of the information, and name of person to whom the information was released, and whether the release was oral, written, or transferred by computer link up. The log may be computerized.
 - (b) All written dissemination shall be marked individually or fastened together with a cover sheet, with the following warning clearly visible: NOT FOR DISSEMINATION BEYOND THE MEMBERS OF THE YELLOWSTONE COUNTY YOUTH INFORMATION TEAM".
 - (c)
 - (1) The coordinator may establish a file for a child who is being served by a member of the Team or an auxiliary team.
 - (2) Such files shall be maintained in a manner as to be secure from unauthorized access.
 - (3) Such files shall be maintained or purged as determined by the team members providing services;
 - (4) The files may be hard copy or computerized or a combination of both.
5. Policies for coordinated information use:
 - (a) Upon first contact by DFS, Court Services, or a school with a child in need of services within the purview of 52-2-211 shall make a determination of other agency involvement by either making direct inquiry to the other team members or by requesting such inquiry be made by the coordinator.
 - (b) When there is other agency involvement, or the child presents problems requiring interagency cooperation the first contact agency as provided in (a) above, depending on the circumstances, shall coordinate with the other appropriate agencies in an informal manner or shall request the coordinator to open a file and set a formal staffing of the case.
 - (c) When, in the opinion of the Team members providing services and with the approval of the board, there is a high probability of future problems, the case will be assigned to the coordinator for tracking over a specific period of time.
 - (d) A case designated for tracking will be up dated at specific intervals and a status report furnished by the coordinator to those agencies providing services to the child.

SECTION VI COORDINATOR

1. The coordinator shall:
 - (a) be bound by the terms of this agreement and shall carry out his/her duties as set forth in this agreement and as further directed by the Board;
 - (b) any additional staff persons in the coordinator's office shall be supervised by the coordinator;
 - (c) maintain generic statistical information classifying type of problems reported, agencies involved, any resource shortfall that impacted the disposition of the case, and such other data as the Board may require;
 - (d) disseminate the current list of team members whenever there is an addition or deletion.

SECTION VII TARGET GROUP FOR COORDINATOR PRIORITY

1. The coordinator shall prioritize his/her time and resource availability to develop and maintain an early intervention capability for those children who are in grades K through 6 where information is requested by:
 - (a) Department of Family Services or Court Services; or
 - (b) a school making such request based on the criteria set for in Exhibit A;
 - (c) the coordinator shall process all other requests for information from team members on a time available basis.

SECTION VIII RELATIONSHIP TO OTHER LEGAL DUTIES

1. This agreement shall be construed in a manner to be consistent with the statutory and administrative duties of the Team members.
2. The informal request for information sharing from other Team members or a formal request to the coordinator for information or for staffing of a case does not relieve the party requesting such information from the statutory duty to report abuse/neglect cases to the Department of Family Services as required under Section 41-3-201.

SECTION IX MODIFICATION

This agreement may be modified by a majority vote of the Section 52-2-211 agencies who have signed the agreement and are active members at the time of the vote.

SECTION X
AUTHORIZED CONTRACTS

The Board is authorized to contract with other County Interdisciplinary Child Information Teams who agree to be bound to the terms and conditions of this Agreement.

SECTION XI
ACCEPTANCE OF TERMS OF AGREEMENT

By signing this agreement all signatories individually agree to be bound by the terms thereof, and those signing for an agency, department or association hereby certify that they have the authority to bind their agency, department, or organization to the terms and conditions of said agreement.

SECTION III, PARAGRAPH 1 ENTITIES

| | |
|---|---------------|
| _____ Youth Court | _____ Date |
| _____ Yellowstone County Attorney | _____ Date |
| _____ Montana Department of Family Services | _____ Date |
| _____ Yellowstone County Superintendent of Schools | _____ Date |
| _____ Yellowstone County Sheriff | _____ Date |
| _____ Chief of Police, City of Billings | _____ Date |
| _____ Chief of Police, City of Laurel | _____ Date |
| _____ School District # 2, Billings | _____ Date |
| _____ School District # 7-70/7, Laurel | _____ Date |
| _____ School District # 15, Custer | _____ Date |
| _____ School District # 21J, Broadview | _____ Date |
| _____ School District # 24, Huntley Project | _____ Date |
| _____ School District # 26, Lockwood | _____ Date |
| _____ School District # 37, Shepherd | _____ Date |

APPROVED BY:

| | |
|--|---------------|
| _____ Chairman, Board of County Commissioners Yellowstone County | _____ Date |
| _____ Mayor, City of Billings | _____ Date |
| _____ Mayor, City of Laurel | _____ Date |

APPENDIX B

APPLICATION FOR MEMBERSHIP ON THE YELLOWSTONE COUNTY INTERDISCIPLINARY CHILD INFORMATION TEAM

The undersigned hereby acknowledges that he/she has read the Yellowstone County Interdisciplinary Child Information Team Agreement and agrees to be bound by the terms and conditions thereof, and that the decision to accept or reject this application is within the sole discretion of the Team Board and such decision is final.

NOTE: If this application is on behalf of an entity the undersigned further certifies that he/she is authorized to sign the agreement on behalf of said entity and the entity agrees to be bound by the terms and conditions of the agreement.

Dated this _____ day of _____, 199_____.

Name _____

Entity _____

Mailing Address _____

Telephone Number _____

Please state in concise terms the specific reasons for requesting Team membership. If you want other members of your entity to be Team members please identify such persons and state the reasons for their inclusion. Such individuals must sign this application. (Attach additional sheets if necessary)

SECTION III, PARAGRAPH 2 (b) ENTITIES

NAME AND ENTITY

DATE

APPENDIX C

CONSENT TO RELEASE CONFIDENTIAL INFORMATION

I, _____, hereby give the **Yellowstone County Interdisciplinary Child Information Team**, 415 N. 30th St., Rm 235 Billings, Montana, my consent to obtain and exchange confidential medical, psychological, drug, and alcohol treatment, mental health, Department of Family Service records, other treatment and educational information with my/my child's physician, psychologist, psychiatrist, counselor, social worker, probation officer and/or school officials in accordance with the terms and conditions of the Agreement establishing the said Team. I understand that this information will be used by the juvenile court and the Yellowstone County Interdisciplinary Child Information Team to provide necessary services and treatment as long as I am/my child is under the jurisdiction of the juvenile court or under the supervision of the Yellowstone County Interdisciplinary Child Information Team.

I understand that this consent includes disclosure of **Alcohol and Drug Abuse** records which are protected by virtue of the provisions of Federal Regulations 42 C.F.R. Part 2.

I make this consent upon the promise that all disclosures of any alcohol and drug abuse records made pursuant to this authorization shall be accompanied by the following notice.

NOTE: This information has been disclosed to you from records whose confidentiality is protected by Federal Law. Federal Regulation (42 CFR, Part 2) prohibits you from making any further disclosure of it without the specific written consent of the person to whom it pertains, or as otherwise permitted by such regulations. A general authorization for release of the information is not sufficient for this purpose.

In the event that an oral disclosure is made pursuant to this consent, then said oral disclosure shall be accompanied by and followed by such a notice.

Minor's name: _____ DOB/Age _____ Social Security No. _____

Minor's current school or last school if not presently enrolled:

Minor's counselor(s): _____

Minor's psychologist(s): _____

Minor's psychiatrist(s): _____

Minor's physician(s): _____

Minor's social worker(s): _____

Minor's probation/parole officer: _____

Parent/Guardian signature(s) _____ Date _____ Parent/Guardian signature(s) _____ Date _____

Minor's signature _____ Date _____

APPENDIX D

OFFICIAL STUDENT EXCUSE FORM

Acceptable reasons for a student absence:

Illness or medical treatment: personal or immediate family
 Death in the family or close personal friend
 Family emergencies
 Family trips and activities
 Work in connection with family income
 Professional appointments

REASON FOR EXCUSE: (Please print or write clearly)

Dates of absence: From _____ To _____ Total days _____

Time of absence: From _____ To _____

Signature of Parent or Authorized Individual _____ Date _____

IMPORTANT - READ BEFORE SIGNING:

Montana State Law 45-7-203, Unsworn falsification to authorities; allows for the prosecution of individuals who make any written statements with the purpose to mislead a public servant in performing their official duties. Conviction can result in a fine not to exceed \$ 500.00 or be imprisoned in the county jail for a term not to exceed 6 months, or both. (This includes public school personnel).

For Official Use:

Approved (Y/N) _____ Int. _____ Date _____

Total number of unexcused absences: #1 _____ #2 _____

Total number of acceptable absences: #1 _____ #2 _____

Total days absent current semester: #1 _____ #2 _____

| | | | | | | | | |
|------|----|----|----|----|----|---|---|---|
| Code | 1 | 2 | 3 | 4 | 5 | 6 | | |
| | A | B | C | D | E | | | |
| | S1 | S2 | S3 | S4 | S5 | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

Attendance Documentation For Student Truancy

Date: _____

Student: _____ DOB/Age _____

Address: _____ City _____ Zip _____

Parent(s) Guardian(s) _____

Attendance record current school year.

A) Total days absent 1st semester _____ 2nd semester _____

B) Total days excused 1st semester _____ 2nd semester _____

C) Total days unexcused 1st semester _____ 2nd semester _____

Determination of fault concerning unexcused absenteeism.

1) Student or Parent

A) Student or Parent confusion with Attendance Policy. Y/N _____

1. Reasons for the confusion: _____

B) Student absent in compliance with Parent wishes. Y/N _____

1. Reason: _____

C) Student absent in defiance of Parents authority. Y/N _____

1. List reasons student identifies: _____

2) School

A) Documentation of Parents meetings current school year.

(Attach additional sheets if necessary)

| Date of Meeting | Parent(s) Attending | Location or School | Personnel in Attendance School and Others |
|-----------------|---------------------|--------------------|--|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

B) Counseling in regard to determining if curricular changes are needed due to the unacceptable absenteeism. Attach Supporting Documentation.

| Date of Counseling | Counselor | Curricular or Other School Related Changes Recommended |
|--------------------|-----------|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

C) Evaluation of "specific conditions" causing truancy. (Attach additional sheets if necessary).

Conditions and Explanation by priority listing:

1. _____

2. _____

3. _____

4. _____

D) Investigation of the source of the student's truancy.

Building Personnel Reports enclosed: Y/N _____

Attendance Officer Reports enclosed: Y/N _____

Other agency reports: Y/N _____

APPENDIX E

Academic progress report and Treatment Objectives

1) Academic grades per class current year.

| | |
|----------|-------------|
| A) _____ | Grade _____ |
| B) _____ | Grade _____ |
| C) _____ | Grade _____ |
| D) _____ | Grade _____ |
| E) _____ | Grade _____ |
| F) _____ | Grade _____ |
| G) _____ | Grade _____ |

2) Historical attendance and grade point average.

| Grade Level | Attendance Record Excused-Unexcused-Total / / | Grade Point Average |
|----------------|---|------------------------|
| 1. | _____ | _____ |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |
| 5. | _____ | _____ |
| 6. | _____ | _____ |
| 7. | _____ | _____ |
| 8. | _____ | _____ |

3) Treatment Objectives recommended.

School: _____

YCICIT: _____

APPENDIX F

YELLOWSTONE COUNTY INTERDISCIPLINARY CHILD INFORMATION TEAM

Attendance Referral Form (1A.2)

Date: _____

Name: _____ SS# _____ DOB/Age _____

Address: _____ Phone: _____

School and District: _____ Teacher: _____ Grade: _____

Father's Name: _____ SS# _____

Mother's Name: _____ SS# _____

Foster or Guardians Name _____ Phone _____

Address: _____

Names of siblings under the age of 18 and schools currently attending: _____

Previous in and out-of-district schools minor has attended including:

| School Year and School Name | Grade Level | Number of Days Absent | Year-end GPA 4.0 Scale | Academic or Behavior Label and Date |
|-----------------------------|-------------|-----------------------|------------------------|-------------------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Current School Year:

Parental attitude: Cooperative Y/N _____ YCICIT Consent Form - Y/N _____

Total days absent: 1st semester _____ 2nd semester _____

Academic suspensions and or expulsions Y/N _____ Dates: _____

Current GPA based on a 4.0 scale _____

Academic or Behavioral Label _____

Subjects passing: _____

Subjects failing: _____

Behavioral problems: Yes/No _____

Explain: _____

Referrals made to School District Personnel; list Name, Title, and Phone #:

Other agency referrals or involvement including public and private service and treatment facilities; list Dates, Agency Name, Contact Person, Title, and Phone #.

(Attach additional sheets if necessary)

Signature and Title of authorized YCICIT Member

Date

APPENDIX G

YELLOWSTONE COUNTY INTERDISCIPLINARY CHILD INFORMATION TEAM

Letter to Parents for Step 2; Form (11)

Attendance Officer

Address

Dear _____:

The building principal at _____ has contacted my office as required by Section IV Enforcement of unacceptable absenteeism: paragraph B of the Student Attendance Policy Yellowstone County Public Schools Grades K-8.

Student _____ is documented as having accumulated 2 days of unexcused absences during the current school year. According to Montana State Law 20-5-106, if the child is not enrolled and in attendance at the above mentioned school within 2 days I will enforce the compulsory attendance provisions of this title. This enforcement may include a court ordered fine and or imprisonment in the county jail. In addition, if the student accumulates another 2 days of unexcused absences during the current school year you will likewise be held accountable to the provisions of the above mentioned title.

The administrators and faculty of the school district are committed to solving student attendance problems by encouraging student and parent cooperation. I would strongly recommend that you arrange a meeting with the building principal to help deal with this serious attendance problem before further actions are instituted.

If you have any questions, please do not hesitate to contact me or the building principal at any time.

Sincerely,

APPENDIX H

YELLOWSTONE COUNTY INTERDISCIPLINARY CHILD INFORMATION TEAM

Information Sharing Report (2A.1)

File Number: _____

Date: _____

Date of Referral: _____

Name: _____

DOB/Age _____

Address: _____

Phone # _____

School: _____

Grade _____

YCICIT Contact: _____

Phone _____

Contacts:

| Agency | Name | Phone # | Information Release Yes / No |
|---------|------|---------|---------------------------------|
| YCS | | | |
| BPD | | | |
| LPD | | | |
| DFS | | | |
| Sheriff | | | |
| School | | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

APPENDIX I

YELLOWSTONE COUNTY INTERDISCIPLINARY CHILD INFORMATION TEAM

Request for Intervention Staff Form (3A.1)

File Number: _____ Date: _____

Name: _____ DOB/Age _____

Address: _____ Phone # _____

YCICIT Contact: _____ Phone # _____

Reason for Referral: _____

Reason for Staff: _____

Signed Informed Consent: Yes/No _____ Enclosed: Yes/No _____

Case file and information reports enclosed: Yes/No _____ Int. _____

Intervention staff members:

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

7. _____ 8. _____

9. _____ 10. _____

Approve for intervention staffing: Yes/No _____

Disapprove of intervention staffing: Yes/No _____

Assignment of case for tracking: Yes/No _____

Signature _____

Date _____

APPENDIX J

YELLOWSTONE COUNTY INTERDISCIPLINARY CHILD INFORMATION TEAM

Intervention Staff Recommendation Form (4A.1)

File Number: _____

Date: _____

Name: _____

DOB/Age _____

Address: _____

Phone # _____

YCICIT Contact: _____

Phone # _____

Meeting Time: _____

Meeting Place _____

Members in Attendance:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Coordinator in attendance: Yes/No _____

Parents in attendance: Yes/No _____

Minor in attendance: Yes/No _____

Meeting Minutes Requested: Yes/No _____

Int. of reporter _____

Staff Recommendation: _____

APPENDIX K

YELLOWSTONE COUNTY INTERDISCIPLINARY CHILD INFORMATION TEAM

Official Information Exchange Log

Agency: _____

YCICIT Liaison: _____ Title: _____

| Date of Release | Name of Minor | Internal File No. | YCICIT Contact Name | Release Type Oral/Written |
|-----------------|---------------|----------------------|------------------------|------------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

A P P E N D I X L

YELLOWSTONE COUNTY INTERDISCIPLINARY CHILD INFORMATION TEAM

Policy and Procedural Rules - 1992-1994

SECTION I

Rules for care and handling donated funds and equipment:

1. Deposit and disbursement of donated funds.
 - A) Funds to be made payable to Yellowstone County Interdisciplinary Child Information Team (YCICIT).
 - B) Funds will be deposited into two Bank Accounts in the name of the YCICIT.
 - (1) First account will be interest bearing account savings account. Board Chairperson will be account signatory.
 - (2) Second account will be checking account with a maximum of a \$ 300.00 dollar balance. Coordinator will be account signatory.
 - C) Coordinator will maintain ledger of accounts listing:
 - (1) Donor
 - (2) Amount
 - (3) Withdraws
 - (4) Earmark
 - D) Funds will be earmarked by Executive Board.
 - E) Draw down of funds from savings account will be for supplementing checking account only.
 - F) The YCICIT Executive Board will have sole discretionary power over this policy section.
2. Care and maintenance of donated or loaned office equipment.
 - A) All donated equipment will become the property of the YCICIT and will be clearly marked as such.
 - B) All loaned equipment will be separately inventoried by the Coordinator and will be treated in the same manner as donated equipment.
 - (1) Loaned equipment shall be returned in the same condition as time of inventory minus normal wear and use.
 - C) Repair and maintenance of donated equipment will be the sole responsibility of the Coordinator.
 - D) Coordinator will maintain current inventory of all equipment listing:
 - (1) Donor
 - (2) Description, including serial numbers
 - (3) Date of delivery
 - (4) Condition of equipment: new, used, damage.
 - E) Equipment will be for the official use of the YCICIT, no personal use of the equipment will be allowed.
 - F) The YCICIT Executive Board will have sole discretionary power over this policy section.

SECTION II

Procedural rules for initiating a referral to the YCICIT:

1. Creation of a valid referral for accessing services of YCICIT Coordinator's Office.
 - A) Case files can be created by the process of referrals only. Coordinator's Office cannot initiate the establishment of a case file without the existence of a documented referral.
 - B) Referrals can originate from YCICIT designated agency employees only.
 - C) Referrals must contain the following information:
 - (1) Date of referral
 - (2) Name, title, phone number, of individual initiating referral
 - (3) Vital statistics of referral including: full legal name, current address, home phone number, and date of birth (DOB)
 - (4) Full legal names of parents and or guardians, current addresses, and phone numbers
 - (5) Reason for referral
 - D) Referral must identify a specific individual only.
 - (1) In cases involving family members each individual will require a separate referral.
 - E) No case file can be established concerning individuals that are beyond the age of eighteen (18) as determined by the date of birth listed by the referral agency.
 - (1) No referral will be processed concerning individuals that are within four (4) weeks of reaching eighteen (18) years of age.

SECTION III

Rules for storage and destruction of confidential information by YCICIT Coordinator:

1. Storage of case files in YCICIT Coordinator's office.
 - A) Coordinator will be responsible for the secure storage of all case files, team reports, and any other correspondence that could identify any individual or group of individuals protected by the laws and regulations concerning confidential information.
 - B) Information including both written correspondence and computer data must be stored in a secure facility. Facility shall have operational locks and or password security features.
 - C) Any individual case file; including written correspondence and computer data, retained by the Coordinator shall be destroyed when the individual reaches eighteen (18) years of age as determined by the date of birth listed by the referral agency.
 - D) Coordinator may destroy and or purge any informational files, reports, and correspondence produced from case files as required.
 - E) YCICIT Executive Board may conduct periodic unannounced inspections of Coordinator's Office for the purpose of determining compliance.

2. Storage of case files established under previous information sharing agreement up to September 1, 1992.
 - A) Executive Board meeting on September 24, 1992, determined that previous case files would remain in the care of the Coordinator, and would be treated in the same manner as case files established under the terms of the current policy and procedures for the YCICIT.
 - B) The YCICIT Executive Board will have sole responsibility in determining if Coordinator is in compliance with this section.

SECTION IV

Information exchange between YCICIT members:

1. Formal information exchange of written confidential information reports and case files between team members, designated agency personnel, and the Coordinator's Office.
 - A) No information reports or case files can be sent to any individual that is not on file with the YCICIT Coordinator as being bound by the terms and conditions of the YCICIT Agreement.
 - B) The YCICIT Coordinator will provide each participating agency with a current listing of all individuals bound by the terms and conditions of the YCICIT Agreement.
 - C) The YCICIT Coordinator is the only authorized member of the YCICIT that can exchange completed case files to members.
 - (1) YCICIT members can exchange informational reports only.
 - (2) YCICIT members shall not exchange completed case files, failure to observe this rule will result in immediate suspension of all YCICIT privileges.
 - D) All informational reports or case files must be either hand delivered or mailed. Fax and computer linkup are not acceptable.
 - E) All informational reports or case files must have a blank cover sheet clearly stamped: "Confidential No Further Dissemination Of Information".
 - F) All informational reports or case files mailed must have a blank cover sheet attached clearly stamped: "Confidential For Addressee Only".
 - G) All YCICIT designated liaison personnel and the Coordinator will maintain a current information exchange log. They shall have sole agency responsibility for exchanging information between authorized YCICIT members. Failure to maintain an information exchange log according these rules will result in an agency wide suspension of all YCICIT privileges. The information exchange log shall be treated as confidential information. The log shall list:
 - (1) Date information was sent.
 - (2) Name and title of individual receiving information.
 - (3) Method used in exchanging information.
 - (4) Summary description of information.
 - H) The YCICIT Board shall have sole discretionary power over the enforcement of this section.

2. Informal exchange of confidential information reports between designated YCICIT members and the Coordinator.
 - A) Any informal exchange of confidential information must be documented in the information exchange log as delineated in Section IV-1-G.
 - B) In addition to the requirements of the information exchange log, designated agency personnel shall maintain documentation as to the reason given for the request for information exchange. The documentation shall include:
 - (1) Concise statement outlining reason for information request.
 - (2) Existence of other agency involvement in the case.
 - (3) Existence of informed consent form, or court order allowing confidential information exchange.
 - C) Designated agency personnel can refuse to exchange confidential information on an informal basis by requesting the involvement of the YCICIT Coordinator.
 - (1) The Coordinator can then establish a formal information exchange procedure.
 - D) The YCICIT Coordinator may not exchange any confidential information reports or case files on an informal basis. The Coordinator can exchange only the following confidential information on an informal basis:
 - (1) Agencies and contact personnel with pertinent information on a particular case.
 - (2) Agencies and personnel requesting confidential information.
 - (3) Emergency abuse situations affecting the health and safety of a minor. Exchange can occur with Department of Family Services and or Yellowstone County Youth Court Services only.

APPENDIX M

YELLOWSTONE COUNTY INTERDISCIPLINARY CHILD INFORMATION TEAM

SURVEY INSTRUMENT

Attendance Policy Survey for Principals and Superintendents Kindergarten - Grade 8

Introduction:

This survey is not intended to identify individuals or schools. It is intended to identify if the school districts within Yellowstone County require a more comprehensive Attendance Policy with specific emphasis on early truancy prevention. Your cooperation and input into this survey is essential; for your answers will provide the factual data on which all subsequent decisions regarding district attendance policies will be based.

Directions:

Please fill out the attached answer sheet with a soft lead pencil making sure to fill in the space completely. Mark only one answer per question.

Please be certain to follow the directions for questions 22 and 23 carefully.

Definition:

School sponsored absence is defined for the purpose of this survey as an administrative decision to reduce official scholastic teaching days below the 180 day requirement so that students can attend school sponsored activities.

1. Mark the grade level you are currently teaching.
A) Grade 1
B) Grade 2
C) Grade 3
D) Grade 4
E) Grade 5
2. A) Grade 6
B) Grade 7
C) Grade 8
3. Mark the school district in which you are currently working.
A) Billings
B) Laurel
C) Lockwood
D) Shepherd
E) Huntley Project
4. A) Custer
B) Broadview
C) Other
5. Indicate your current position within the district.
A) Teacher
B) Principal
C) Attendance Officer
D) Principal/Attendance Officer
E) Superintendent/Attendance Officer
6. Indicate the extent to which other agencies have attempted to coordinate their services with those offered by you or your agency.
A) Never
B) Seldom
C) Occasionally
D) Frequently
E) Always

7. To what extent do you believe there is a need for coordination of services between agencies with significant involvement in a child or family?
- A) Never
 - B) Seldom
 - C) Occasionally
 - D) Frequently
 - E) Always
8. To what degree are identified truant children in your building sanctioned under current district policy?
- A) Never
 - B) Seldom
 - C) Occasionally
 - D) Frequently
 - E) Always
9. To what degree under the current truancy policy are parents or guardians encouraged to meet with you or your staff to correct the truant behavior of their children?
- A) Never
 - B) Seldom
 - C) Occasionally
 - D) Frequently
 - E) Always
10. To what degree are the identified truant children in your building involved with other state or local child or family serving agencies?
- A) Never
 - B) Seldom
 - C) Occasionally
 - D) Frequently
 - E) Always
11. To what extent under the current truancy policy does the Attendance Officer use your recommendations in their attempts to gain better attendance?
- A) Never
 - B) Seldom
 - C) Occasionally
 - D) Frequently
 - E) Always
12. To what extent does the Administration provide in-service training on the legal requirements of schools in regard to attendance reporting?
- A) Never
 - B) Seldom
 - C) Occasionally
 - D) Frequently
 - E) Always
13. To what degree does the Administration provide in-service training on the correct procedures to implement the current truancy policy?
- A) Never
 - B) Seldom
 - C) Occasionally
 - D) Frequently
 - E) Always
14. Which of these may be considered an excused absence in your district?
- A) Sick family member
 - B) Family vacation
 - C) Hunting/Fishing
 - D) Family business/income
 - E) Job-related interview

Indicate the degree to which the current truancy policy effectively deals with the student absences in your building by circling the appropriate number. The numbers represent the following values: 5 - Outstanding, 4 - Above average, 3 - Average, 2 - Below average, 1 - Unsatisfactory.

- 15) To what degree does the current truancy policy deal with the issue of determining excused and unexcused absences?
1 2 3 4 5
- 16) To what degree does the Administration provide accurate and timely posting of absent students?
1 2 3 4 5
- 17) To what degree does the Administration deal with reported cases of truancy?
1 2 3 4 5
- 18) To what degree does the current truancy policy allow for you or your staff to input ideas on the choice of sanctions imposed on a truant child or their parents?
1 2 3 4 5
- 19) To what degree can you or your staff engage in creative problem solving techniques related to student truancy under the current truancy policy?
1 2 3 4 5
20. Is there any one point when the total number of student absences adversely affect academic achievement?
A) Yes B) No
21. Is there any one point when the number of student absences create a problem in providing continuity of instruction?
A) Yes B) No

Directions for questions number 22 and 23:

Use the BIRTH DATE section on page two to mark your answers.
Use Yr. for question 22 and Mo. for question 23.

MAKE CERTAIN TO LEAVE ANSWER SPACES 22 AND 23 ON PAGE ONE EMPTY.

22. If you answered yes to either of the above questions what is the total number of absences; including school sponsored absences, in a consecutive 30 school day period that would adversely affect academic achievement?
23. If you answered yes to either of the above questions what is the total number of absences; including school sponsored absences, in a consecutive 30 school day period that would adversely affect continuity of instruction?

24. Approximately what percent of the total number of absences identified from above are **unexcused**?
- A) 1-5 %
 - B) 5-10 %
 - C) 10-15 %
 - D) 15-20 %
 - E) 20 % or more
25. Approximately what percent of **excused** absences do you believe are valid according to district attendance policy?
- A) 1-20 %
 - B) 20-40 %
 - C) 40-60 %
 - C) 60-80 %
 - E) 80-100 %
26. Approximately what percent of the unexcused absences in your building per semester are **a full day**?
- A) 1-20 %
 - B) 20-40 %
 - C) 40-60 %
 - D) 60-80 %
 - E) 80-100 %
27. Approximately what percent of the unexcused absences in your building per semester are **a half day**?
- A) 1-5 %
 - B) 6-10 %
 - C) 11-15 %
 - D) 16-20 %
 - E) 20 % or more
28. Approximately what percent of the unexcused absences in your building per semester are **less than 2 hours**?
- A) 1-5 %
 - B) 6-10 %
 - C) 11-15 %
 - D) 16-20 %
 - E) 20 % or more
29. Would you feel comfortable explaining the district attendance policy in full to a parent or student?
- A) Yes
 - B) No
30. Would you be able to provide all of the verifiable reasons for excusing an absence accepted by the district?
- A) Yes
 - B) No
31. Would you be able to list the individuals besides the parents that can verify a child absence?
- A) Yes
 - B) No

SURVEY RESULTS

Attendance Policy Survey Results for Grades Kindergarten - Grade 8

The attendance policy survey was distributed to all public school teachers, principals, superintendents, and attendance officers employed in Yellowstone County grades K-8. The survey was conducted by the use of two different measuring instruments: one for teachers (TS), and one for principals, superintendents, and attendance officers (PSAS). The PSAS contained all of the questions included in the survey. The TS contained the identical questions used in the PSAS, but did not include 11 questions used in the PSAS. The survey was distributed during the week of November 16-20, 1992, and was tabulated on December 3-4, 1992 by the YCICIT Coordinator.

No direct instructions concerning specific survey items were given to any respondent. Individual respondents identified the grade level and school district in which they work. No individual identification was requested and completion of the survey was voluntary.

SECTION I

Both instruments asked identical demographic information: grade level, school district, and employment position.

SECTION II

Questions 1-8 allowed PSAS and TS respondents to choose between five answers: (A) Never, (B) Seldom, (C) Occasionally, (D) Frequently, and (E) Always.

SECTION III

Questions 9-13 allowed PSAS and TS respondents to rank absences by percentage.

SECTION IV

Questions 14-18 allowed PSAS respondents to choose between five answers: (A) Unsatisfactory, (B) Below Average, (C) Average, (D) Above Average, and (E) Outstanding.

SECTION V

Questions 19-23 allowed PSAS and TS respondents to answer yes or no.

SECTION VI

Questions 24-25 allowed PSAS and TS respondents to identify a number between 0 and 30.

ATTENDANCE POLICY SURVEY RESULTS

SECTION I

| | Total sample | Total number of respondents | % of sample | % of respondents |
|--------------|--------------|-----------------------------|-------------|------------------|
| TS | 943 | 532 | 56% | 93% |
| PSAS | 62 | 40 | 65% | 7% |
| Total | 1005 | 572 | 57% | 100% |

TOTAL NUMBER OF TS AND PSAS RESPONDENTS PER GRADE LEVEL:

| Grade level | Number of respondents | Percent of total sample |
|-------------|-----------------------|-------------------------|
| Grade K-1: | 75 | 13.11% |
| Grade 2: | 60 | 10.49% |
| Grade 3: | 50 | 8.74% |
| Grade 4: | 55 | 9.62% |
| Grade 5: | 60 | 10.49% |
| Grade 6: | 62 | 10.83% |
| Grade 7: | 90 | 15.73% |
| Grade 8: | 80 | 14.00% |

TOTAL NUMBER OF RESPONDENTS PER SCHOOL DISTRICT:

| School District | Number of respondents | TS | PSAS | Percent of total sample |
|-----------------|-----------------------|-----|------|-------------------------|
| Billings | 354 | 333 | 21 | 61.89% |
| Laurel | 53 | 50 | 3 | 9.27% |
| Lockwood | 52 | 47 | 5 | 9.09% |
| Shepherd | 26 | 24 | 2 | 4.55% |
| Huntley | 21 | 17 | 4 | 3.67% |
| Custer | 11 | 11 | 0 | 1.92% |
| Broadview | 15 | 14 | 1 | 2.62% |
| Rural | 40 | 36 | 4 | 6.99% |

SECTION II

- 1) To what degree are identified truant children in your building sanctioned under current district policy?

| | A | B | C | D | E | Total |
|--|------|------|------|------|------|-------|
| TS | 118 | 122 | 112 | 53 | 57 | 462 |
| Percent | 25.5 | 26.4 | 24.2 | 11.5 | 12.3 | 87 |
| 51.9% responded Never to Seldom 76.1% responded Never to Occasionally | | | | | | |
| PSAS | 7 | 12 | 9 | 6 | 5 | 39 |
| Percent | 17.9 | 30.8 | 23.1 | 15.4 | 12.8 | 98 |
| 48.7% responded Never to Seldom 71.8% responded Never to Occasionally | | | | | | |
| Total | 125 | 134 | 121 | 59 | 62 | 501 |
| Percent | 25. | 26.7 | 24.2 | 11.8 | 12.4 | 88 |
| 51.7% responded Never to Seldom 75.9% responded Never to Occasionally | | | | | | |

- 2) Indicate the extent to which other agencies have attempted to coordinate their services with those offered by you or your agency?

| | A | B | C | D | E | Total |
|--|------|------|------|------|------|-------|
| TS | 118 | 122 | 112 | 53 | 57 | 462 |
| Percent | 25.5 | 26.4 | 24.2 | 11.5 | 12.3 | 86 |
| 51.9% responded Never to Seldom 76.1% responded Never to Occasionally | | | | | | |
| PSAS | 7 | 12 | 9 | 6 | 5 | 39 |
| Percent | 17.9 | 30.8 | 23.1 | 15.4 | 12.8 | 97 |
| 48.7% responded Never to Seldom 71.8% responded Never to Occasionally | | | | | | |
| Total | 125 | 134 | 121 | 59 | 62 | 501 |
| Percent | 25 | 26.7 | 24.2 | 11.8 | 12.4 | 88 |
| 51.7% responded Never to Seldom 75.9% responded Never to Occasionally | | | | | | |

- 3) To what degree under the current truancy policy are parents or guardians encouraged to meet with you or your staff to correct the truant behavior of their children?

| | A | B | C | D | E | Total |
|---------|------|------|------|------|------|-------|
| TS | 83 | 124 | 119 | 70 | 102 | 498 |
| Percent | 16.7 | 24.9 | 23.9 | 14.1 | 20.5 | 94 |

41.6% responded Never to Seldom
 65.5% responded Never to Occasionally
 38.0% responded Occasionally to Frequently
 58.5% responded Occasionally to Always

| | | | | | | |
|---------|-----|------|------|------|------|----|
| PSAS | 3 | 10 | 4 | 11 | 11 | 39 |
| Percent | 7.7 | 25.6 | 10.3 | 28.2 | 28.2 | 97 |

33.3% responded Never to Seldom
 43.6% responded Never to Occasionally
 38.5% responded Occasionally to Frequently
 66.7% responded Occasionally to Always

| | | | | | | |
|---------|-----|------|------|------|-----|-----|
| Total | 86 | 134 | 123 | 81 | 113 | 537 |
| Percent | 16. | 24.9 | 22.9 | 15.8 | 21. | 94 |

40.9% responded Never to Seldom
 63.8% responded Never to Occasionally
 38.7% responded Occasionally to Frequently
 59.7% responded Occasionally to Always

- 4) To what extent under the current truancy policy does the Attendance Officer use your recommendations in their attempts to gain better attendance?

| | A | B | C | D | E | Total |
|--|------|------|------|------|------|-------|
| TS | 167 | 85 | 98 | 69 | 49 | 468 |
| Percent | 35.7 | 18.2 | 20.9 | 14.7 | 10.5 | 88 |
| 53.9% responded Never to Seldom | | | | | | |
| 74.8% responded Never to Occasionally | | | | | | |
| 35.6% responded Occasionally to Frequently | | | | | | |
| 46.1% responded Occasionally to Always | | | | | | |
| PSAS | 7 | 5 | 9 | 7 | 8 | 36 |
| Percent | 19.4 | 13.9 | 25. | 19.4 | 22.2 | 90 |
| 33.3% responded Never to Seldom | | | | | | |
| 58.3% responded Never to Occasionally | | | | | | |
| 44.4% responded Occasionally to Frequently | | | | | | |
| 66.6% responded Occasionally to Always | | | | | | |
| Total | 174 | 90 | 107 | 76 | 57 | 504 |
| Percent | 34.5 | 17.9 | 21.2 | 15.1 | 11.3 | 88 |
| 52.4% responded Never to Seldom | | | | | | |
| 73.6% responded Never to Occasionally | | | | | | |

- 5) To what extent does the Administration provide in-service training on the legal requirements of schools in regard to attendance reporting?

| | A | B | C | D | E | Total |
|---------------------------------------|------|------|-----|-----|-----|-------|
| TS | 351 | 104 | 41 | 6 | 9 | 511 |
| Percent | 68.7 | 20.4 | 8. | 1.2 | 1.8 | 96 |
| 89.1% responded Never to Seldom | | | | | | |
| 97.1% responded Never to Occasionally | | | | | | |
| PSAS | 17 | 16 | 4 | 3 | 0 | 40 |
| Percent | 42.5 | 40. | 10. | 7.5 | 0 | 100 |
| 82.5% responded Never to Seldom | | | | | | |
| 92.5% responded Never to Occasionally | | | | | | |
| Total | 368 | 120 | 45 | 9 | 9 | 551 |
| Percent | 66.8 | 21.8 | 8.2 | 1.6 | 1.6 | 96 |
| 88.6% responded Never to Seldom | | | | | | |
| 96.8% responded Never to Occasionally | | | | | | |

- 6) To what degree does the Administration provide in-service training on the correct procedures to implement the current truancy policy?

| | A | B | C | D | E | Total |
|--|------|------|------|-----|-----|-------|
| TS | 369 | 101 | 37 | 5 | 7 | 519 |
| Percent | 71.1 | 19.5 | 7.1 | 1. | 1.3 | 97 |
| 90.6% responded Never to Seldom 97.7% responded Never to Occasionally | | | | | | |
| PSAS | 18 | 11 | 6 | 3 | 0 | 38 |
| Percent | 47.4 | 29. | 15.8 | 7.9 | 0 | 95 |
| 76.4% responded Never to Seldom 92.2% responded Never to Occasionally | | | | | | |
| Total | 387 | 112 | 43 | 8 | 7 | 557 |
| Percent | 69.5 | 20.1 | 7.7 | 1.4 | 1.3 | 97 |
| 89.6% responded Never to Seldom 97.3% responded Never to Occasionally | | | | | | |

- 7) Indicate the extent to which other agencies have attempted to coordinate their services with those offered by you or your agency?

| | A | B | C | D | E | Total |
|--|------|-----|------|-----|-----|-------|
| PSAS | 5 | 16 | 15 | 3 | | 140 |
| Percent | 12.5 | 40. | 37.5 | 7.5 | 2.5 | 100 |
| 52.5% responded Never to Seldom 90.0% responded Never to Occasionally | | | | | | |

- 8) To what extent do you believe there is a need for coordination of services between agencies with significant involvement in a child or family?

| | A | B | C | D | E | Total |
|---------|-----|-----|-----|------|------|-------|
| PSAS | 1 | 1 | 6 | 25 | 7 | 40 |
| Percent | 2.5 | 2.5 | 15. | 62.5 | 17.5 | 100 |

77.5% responded Occasionally to Frequently

95.0% responded Occasionally to Always

SECTION III

- 9) **Approximately what percent of the total number of absences identified from above are unexcused?**

| | A 1-5 | B 5-10 | C 10-15 | D 15-20 | E 20% or more | Total |
|---------|----------|-----------|------------|------------|------------------|-------|
| TS | 272 | 52 | 44 | 31 | 57 | 456 |
| Percent | 59.6 | 11.4 | 9.6 | 6.8 | 12.5 | 86 |
| PSAS | 26 | 3 | 2 | 3 | 2 | 36 |
| Percent | 72.2 | 8.3 | 5.6 | 8.3 | 5.6 | 90 |
| Total | 298 | 55 | 46 | 34 | 59 | 492 |
| Percent | 60.6 | 11.8 | 9.3 | 6.9 | 12. | 86 |

- 10) **Approximately what percent of excused absence do you believe are valid according to district attendance policy?**

| | A 1-20 | B 20-40 | C 40-60 | D 60-80 | E 80-100 | Total |
|---------|-----------|------------|------------|------------|-------------|-------|
| TS | 272 | 52 | 44 | 31 | 57 | 456 |
| Percent | 59.6 | 11.4 | 9.6 | 6.8 | 12.5 | 86 |
| PSAS | 9 | 2 | 12 | 1 | 14 | 38 |
| Percent | 23.7 | 5.3 | 31.6 | 2.6 | 36.8 | 95 |
| Total | 281 | 54 | 56 | 32 | 71 | 494 |
| Percent | 56.9 | 10.9 | 11.3 | 6.5 | 14.4 | 86 |

59.6% of teacher respondents believe less than 20% of the excused absences are valid per school semester.

23.7% of P/S/A respondents believe less than 20% of the excused absences are valid per school semester.

- 11) Approximately what percent of the unexcused absences in your building per semester are a full day?

| | A 1-20 | B 20-40 | C 40-60 | D 60-80 | E 80-100 | Total |
|---------|-----------|------------|------------|------------|-------------|-------|
| TS | 205 | 41 | 37 | 71 | 102 | 456 |
| Percent | 45. | 9. | 8.1 | 15.6 | 22.4 | 86 |
| PSAS | 19 | 1 | 7 | 2 | 8 | 37 |
| Percent | 51.4 | 2.7 | 18.9 | 5.4 | 21.6 | 93 |
| Total | 224 | 42 | 44 | 73 | 110 | 493 |
| Percent | 45.4 | 8.5 | 8.9 | 14.8 | 22.3 | 86 |

- 12) Approximately what percent of the unexcused absences in your building per semester are a half day?

| | A 1-5 | B 5-10 | C 10-15 | D 15-20 | E 20 or more | Total |
|---------|----------|-----------|------------|------------|-----------------|-------|
| TS | 210 | 61 | 49 | 57 | 75 | 452 |
| Percent | 46.4 | 13.5 | 10.8 | 12.6 | 16.6 | 85 |
| PSAS | 20 | 3 | 2 | 2 | 10 | 37 |
| Percent | 54.1 | 8.1 | 5.4 | 5.4 | 27. | 93 |
| Total | 230 | 64 | 51 | 59 | 85 | 495 |
| Percent | 46.5 | 12.9 | 10.3 | 12. | 17.1 | 87 |

- 13) Approximately what percent of the unexcused absences in your building per semester are less than 2 hours?

| | A 1-5 | B 5-10 | C 10-15 | D 15-20 | E 20 or more | Total |
|---------|----------|-----------|------------|------------|-----------------|-------|
| TS | 333 | 40 | 22 | 17 | 36 | 448 |
| Percent | 74.3 | 8.9 | 4.9 | 3.8 | 8.1 | 84 |
| PSAS | 27 | 3 | 2 | 1 | 3 | 36 |
| Percent | 75. | 8.3 | 5.6 | 2.8 | 8.3 | 90 |
| Total | 360 | 43 | 24 | 18 | 39 | 484 |
| Percent | 74.4 | 8.9 | 5. | 3.7 | 8.1 | 85 |

SECTION IV

- 14) To what degree does the current truancy policy deal with the issue of determining excused and unexcused absences?

| | A | B | C | D | E | Total |
|---------|------|------|------|------|-----|-------|
| PSAS | 6 | 4 | 15 | 8 | 2 | 35 |
| Percent | 17.1 | 11.4 | 42.9 | 22.9 | 5.7 | 88 |

- 15) To what degree does the Administration provide accurate and timely posting of absent students?

| | A | B | C | D | E | Total |
|---------|------|-----|------|------|------|-------|
| PSAS | 5 | 3 | 6 | 5 | 15 | 34 |
| Percent | 14.7 | 8.8 | 17.6 | 14.7 | 44.1 | 85 |

- 16) To what degree does the Administration deal with reported cases of truancy?

| | A | B | C | D | E | Total |
|---------|-----|------|------|------|-----|-------|
| PSAS | 3 | 4 | 9 | 11 | 7 | 35 |
| Percent | 8.6 | 11.4 | 25.7 | 31.4 | 20. | 88 |

- 17) To what degree does the current truancy policy allow for you or your staff to input ideas on the choice of sanctions imposed on a truant child or their parents?

| | A | B | C | D | E | Total |
|---------|------|------|------|------|------|-------|
| PSAS | 5 | 4 | 12 | 8 | 7 | 36 |
| Percent | 13.9 | 11.1 | 33.3 | 22.2 | 19.4 | 90 |

- 18) To what degree can you or your staff engage in creative problem solving techniques related to student truancy under the current truancy policy?

| | A | B | C | D | E | Total |
|---------|------|------|------|------|-----|-------|
| PSAS | 5 | 4 | 11 | 8 | 7 | 35 |
| Percent | 14.3 | 11.4 | 31.4 | 22.9 | 20. | 88 |

SECTION V

- 19) Is there any one point when the total number of student absences adversely affect academic achievement?

| | Yes | No | Total |
|---------|------|------|-------|
| TS | 399 | 121 | 520 |
| Percent | 76.7 | 23.3 | 97 |
| PSAS | 30 | 10 | 40 |
| Percent | 75. | 25. | 100 |
| Total | 429 | 131 | 560 |
| Percent | 76.6 | 23.4 | 98 |

- 20) Is there any one point when the number of student absences create a problem in providing continuity of instruction?

| | Yes | No | Total |
|---------|------|------|-------|
| TS | 435 | 83 | 518 |
| Percent | 84. | 16. | 97 |
| PSAS | 30 | 5 | 35 |
| Percent | 85.7 | 14.3 | 88 |
| Total | 465 | 88 | 553 |
| Percent | 84.1 | 15.9 | 97 |

- 21) Would you feel comfortable explaining the district attendance policy in full to a parent or student?

| | Yes | No | Total |
|---------|------|------|-------|
| PSAS | 22 | 16 | 38 |
| Percent | 57.9 | 42.1 | 95 |

- 22) Would you be able to provide all of the verifiable reasons for excusing an absence accepted by the district?

| | Yes | No | Total |
|---------|------|------|-------|
| PSAS | 14 | 25 | 39 |
| Percent | 35.9 | 64.1 | 98 |

- 23) Would you be able to list the individuals besides the parents that can verify a child absence?

| | Yes | No | |
|---------|-----|-----|----|
| PSAS | 16 | 23 | 39 |
| Percent | 41. | 59. | 98 |

SECTION VI

- 24) What is the total number of absences; including school sponsored absences, in a consecutive 30 school day period that would adversely affect academic achievement?

| Days | TS (427) | % | PSAS (20) | % | Total (447) | Total % |
|------|-------------|------|--------------|------|----------------|---------|
| 00 | 7 | 1.6 | 1 | 5.0 | 8 | 1.8 |
| 1 | 20 | 4.7 | 1 | 5.0 | 21 | 4.7 |
| 2 | 19 | 4.4 | 2 | 10.0 | 21 | 4.7 |
| 3 | 45 | 10.5 | 4 | 20.0 | 49 | 10.9 |
| 4 | 24 | 5.6 | 2 | 10.0 | 23 | 5.1 |
| 5 | 69 | 39.6 | 7 | 35.0 | 176 | 39.5 |
| 6 | 14 | 3.3 | 0 | | 14 | 3.1 |
| 7 | 14 | 3.3 | 0 | | 14 | 3.1 |
| 8 | 7 | 1.6 | 0 | | 7 | 1.6 |
| 9 | 6 | 1.4 | 0 | | 6 | 1.3 |
| 10 | 84 | 19.7 | 2 | 10.0 | 86 | 19.2 |
| 12 | 3 | .7 | 0 | | 3 | .7 |
| 14 | 2 | .5 | 0 | | 2 | .4 |
| 15 | 3 | .7 | 1 | | 4 | .9 |
| 20 | 5 | 1.2 | 0 | | 5 | 1.1 |

One response was listed for 25, 28, 30, 45, and 48 on the TS.
66.7% responded between 0 and 5 days.

- 25) What is the total number of absences; including school sponsored absences, in a consecutive 30 school day period that would adversely affect continuity of instruction?

| Day | TS (427) | % | PSAS (20) | % | Total (447) | Total % |
|-----|-------------|------|--------------|------|----------------|---------|
| 0 | 3 | .7 | 0 | | 3 | .7 |
| 1 | 27 | 6.3 | 3 | 15.0 | 30 | 6.7 |
| 2 | 37 | 8.7 | 4 | 20.0 | 41 | 9.2 |
| 3 | 76 | 17.8 | 2 | 10.0 | 78 | 17.4 |
| 4 | 24 | 5.6 | 1 | 5.0 | 25 | 5.6 |
| 5 | 139 | 32.6 | 7 | 35.0 | 146 | 32.7 |
| 6 | 13 | 3.0 | 0 | | 13 | 2.9 |
| 7 | 10 | 2.3 | 0 | | 10 | 2.2 |
| 8 | 8 | 1.9 | 1 | 5.0 | 9 | 2.0 |
| 9 | 8 | 1.9 | 0 | | 8 | 1.7 |
| 10 | 63 | 14.8 | 2 | 10.0 | 65 | 14.5 |
| 12 | 6 | 1.4 | 0 | | 6 | 1.3 |
| 15 | 4 | .9 | 0 | | 4 | .9 |
| 20 | 5 | 1.2 | 0 | | 5 | 1.1 |
| 30 | 3 | .7 | 0 | | 3 | .7 |

72.3% responded between 0 and 5 days.

YELLOWSTONE COUNTY INTERDISCIPLINARY CHILD INFORMATION TEAM

Family Profile

1. The YCICIT Coordinator will develop family profiles of the 14 test case District #2 middle school students. The profiles will be non-personally identifiable and will be used by the Team staff to:
 - A) determine the validity of a coordinated early grade level (K-6) attendance intervention program,
 - B) record past individual and family interventions,
 - C) assess current individual and family needs, and
 - D) develop future intervention strategies.
2. The family profiles will be based on the minor's school grade years K-8, years 1983-93.
3. The family profiles will be divided into the following subject and content areas of the test case minor, siblings, and parents for the years 1983-93:
 - A) Academic:
 - (1) grade level/attendance of minor and siblings,
 - (2) year end G.P.A.,
 - (3) school building attended by minor, and siblings.
 - B) Law enforcement contacts:
 - (1) first contact by minor and siblings,
 - (2) arrest record of minor, siblings, parents,
 - (3) probation/incarceration dates of minor, siblings, parents.
 - C) Department of Family Services:
 - (1) abuse/neglect investigations concerning minor, siblings, parents,
 - (2) protective services or placement of minor, siblings.
 - D) Treatment mental health, Drug/Alcohol:
 - (1) out-patient
 - (2) residential
 - E) Custody and living arrangements:
 - (1) father and or mother
 - (2) guardian
 - (3) other
4. Information abbreviations key and definitions of the above stated subject and content areas:
 - A) Test case minors will be listed by **first and last initials**, siblings will be listed as **sib 1, sib 2**, ect., natural and step parents will be listed as **Mo** for mother, **Fa** for father, legal guardians will be listed as **Gu**
EXAMPLE: A.A., test case minor, Sib 1, test case minor's sibling, Mo, test case minor's natural mother, Gu, test case minor's legal guardian.

- I) Department of Family Services protective services and or placement of test case minor or family member outside of the home. Will include the month and day of such decisions, will be abbreviated: Protective Services **PS** month-day, Placement **PI** month-day.

EXAMPLE: A.A. PS 7-18, test case minor placed in protective services on July 18th. Sib 1 and 2 PI 8-5, siblings 1 and 2 placed outside home on August 5th.

- J) Mental health or drug and alcohol treatment of test case minor or family will be divided between out-patient and residential, and will be abbreviated: Mental health, **MH** month to month, Drug and alcohol, **DA** month to month, out-patient **OP**, residential **R**.

EXAMPLE: Fa, MH 1-3, OP, father received mental health treatment during January and March as an out-patient. A.A., DA 3-4, R, test case minor received residential drug and alcohol treatment during March and April.

- K) Custody and living arrangements of the test case minor and siblings will be listed using the abbreviations for father **Fa**, mother **Mo**, guardian **Gu**, and will include other **O**.

EXAMPLE: A.A. O, test case minor living with person not listed as a legal guardian. Sib 1, PI 10-5, Fa, sibling 1 is placed and is living with father on October 5th.

5. Information will listed according to the test case minor's school years. The profile school year cut off date will be June 30th (6-30) of the latest year listed.

EXAMPLE: If test case minor A.A. was arrested for misdemeanor theft on July 1, 1988. The information would be listed under the 1988-89 school year rather than the 1987-88 school year, because it came after June 30th cut off date.

ABBREVIATIONS KEY FOR FAMILY PROFILES

Academic:

| | |
|---------|---|
| A.A. | Test case minor's initials |
| Sib 1 | Siblings of minor |
| Fa(S) | Father of minor (Step parent) |
| Ma(S) | Mother of minor (Step parent) |
| Gu | Guardian of minor |
| K-8/2-4 | Grade level, absenteeism per semester |
| 4.0 SPE | Grade point average, academic label (Special Education) |
| ID | In-district school, numerical school changes |
| OD | Out-of-district school, State Abbreviation |

Law Enforcement:

| | |
|------|--|
| FC | First contact with law enforcement, month and day |
| M | Misdemeanor, month and day |
| F | Felony, month and day |
| T | Theft |
| V | Vehicle |
| A | Assault |
| C | Curfew |
| D | Drug |
| AL | Alcohol |
| R | Runaway |
| W | Weapon |
| O | Other |
| JPYC | Juvenile Probation ordered by Youth Court month - year |
| JPD | Juvenile Probation ordered by Diversion month - year |
| I | Incarceration, year - month |
| A | Adult |

Department of Family Services:

| | |
|----|-----------------------------------|
| IV | Investigation, month to month |
| PS | Protective service, month and day |
| PL | Placement, month and day |

Mental Health Drug/Alcohol Treatment:

| | |
|----|----------------------------------|
| MH | Mental Health, month to month |
| DA | Drug and Alcohol, month to month |
| OP | Out Patient |
| R | Residential |

Custody living arrangement:

| | |
|---|--|
| O | Other, living with person not legal guardian |
|---|--|

YELLOWSTONE COUNTY INTERDISCIPLINARY CHILD INFORMATION TEAM

Student Attendance Policy for Kindergarten - Grade 8

SECTION I

Philosophy:

The school boards, administrators, and faculty of the public schools in Yellowstone County believe that the full-time attendance of students and the participation of parents is necessary for schools to provide a meaningful educational experience. The regular attendance of a child in a formal educational setting is mandated by state laws and local school board policies. This is based on the concept that a valid educational process rests upon the foundation of providing continuity in instruction, classroom participation, and learning experiences.

The state maintains control over many aspects of education including: curriculum, teacher and administration certification, and attendance. The fact that the states retain extensive obligations in regard to education is based upon this nations historical imperative of providing free public education. It is the consensus of the American public that in order for our democracy to succeed it must produce an educated citizenry. State and local school officials view regular full-time attendance as a direct reflection of the importance parents place on their child's education. Attendance reflects not only on the parents commitment, but reflects upon the student's attitude towards the educational process.

Excessive absenteeism compromises a child's ability to fully benefit from the educational experiences offered by public schools. In addition, truancy has been identified as a major factor in causing deficiencies in learning skills and problem solving and coping skills. Truancy patterns also show a high correlation with theft, shoplifting, vandalism and other crime related activities. Therefore, the identification and intervention of truancy offenders assumes a very broad perspective that can greatly improve the schools ability to report and create early intervention strategies that involve parental cooperation.

In order to facilitate full-time enrollment and attendance of the children living within Yellowstone County this policy is designed to encourage parental cooperation at the various stages of intervention with strict legal sanctions being universally applied in all cases of noncompliance. Secondly, school personnel will be linked to other involved state and local child serving agencies. Thirdly, the policy will promote the early identification and tracking of children exhibiting excessive absenteeism.

SECTION II

Policy Statement:

1. Policy objectives:

- A) To secure the full cooperation of parents in order to facilitate student attendance.
- B) To provide a clear understanding of the rights and responsibilities parents, students, school personnel, and public service agencies have in regard to student attendance.
- C) To provide a consistent and accurate system of reporting student attendance.
- D) To promote the development of a positive student attitude towards regular attendance and education.
- E) To increase at risk student attendance by providing a comprehensive truancy identification and treatment intervention strategy.

2. Rights:

- A) Students have a legal right to an appropriate education which cannot be denied by parental action or inaction.
- B) Parents have a legal right to determine when their children can be excused from attending school instruction according to school board policy.
- C) School personnel have a legal right to enforce compulsory education laws and regulations in an equitable and uniformed manner.

3. Responsibilities:

- A) Students have the responsibility of participating in the educational opportunities offered by attending school on a regular basis.
- B) Parents have the responsibility of supporting school district attendance policies by ensuring the regular attendance of their children, and by cooperating with school personnel.
- C) All school district personnel within Yellowstone County are expected to become familiar with the procedures of this policy and are expected to execute it in a uniform manner and in good faith.

SECTION III

Compulsory attendance laws:

1. **Parents and Students:**
Parents, guardians, or other persons who are responsible for the care of any child who is seven (7) years of age or older prior to the first day of school in any school fiscal year shall cause the child to be instructed in the program prescribed by the board of public education until the later of the following dates: the child's 16th birthday, completion of the 8th grade. (Montana Law 20-5-102, 20-5-103)(1*)
2. **Schools:**
School districts are required to provide for the legal enforcement of compulsory attendance of any child or enrolled student age 7 to the later of the following dates: the child's 16th birthday, completion of the requirements of the eighth grade. (Montana Law 20-5-103)(1*). This enforcement is to be conducted by a school district employee designated as an Attendance Officer. (Montana Law 20-5-104). This requirement is likewise mandated by the 1985 Federal Missing Childrens Act.
3. **Attendance Officer:**
Any school district employee or person specifically empowered by a school district or school to assume the legal responsibilities enumerated in Montana State Laws 20-5-104, 20-5-105.

(1) Footnote: This requirement does not apply to those children attending a private or home school meeting state requirements, and those children excused from compulsory attendance by a district judge.*

Parental Reporting Requirements:

1. All student absences must be documented by parents and or individuals responsible for their care by the submission of the Official Student Excuse Form. The form must be submitted to the appropriate building principal in advance of a student absence, or within two (2) school days of the student absence commencing with the day the child returns to school.
 - A) Failure to submit the Official Student Excuse Form will result in the student being listed as unexcused absent subject to the laws and penalties concerning student truancy as enumerated in the following sections.
 - B) Individuals incapable of completing the Official Student Excuse Form due to physical limitations or any other reasons must inform the appropriate building principal of the limitation. This must take place when a child is enrolled at the school, at the time of receiving this policy, or if requested by the building principal.
 - (1) Building principals will make any and all reasonable accommodations necessary for individuals to comply with this rule.

Definitions of Student Absenteeism:

1. For the purpose of this policy, student absenteeism will be defined as the absence of any child residing in Yellowstone County or enrolled in any public school operating within the county grades K-8 from any legally mandated school instruction, and is not excused from compulsory attendance. Student absenteeism for the purpose of this policy will be categorized into three distinct types: school sponsored absenteeism, approved absenteeism, and unapproved absenteeism.
2. All students subject to this policy and not granted an exemption as stated below, shall not be excused from missing more than fifteen (15) days of school instruction per semester. This will include school sponsored absences, approved absences, and unapproved absences. The terms and conditions of this policy will remain in effect for any student transferring between public schools within Yellowstone County during a school year.
(Could be set different for Elementary and for Jr. High)
 - A) All unapproved student absences will be listed for the entire school year affecting a students total number absences for both school semesters.
3. School sponsored absenteeism is defined as an administrative decision to reduce official scholastic teaching days below the 180 day state requirement so that students can attend school sponsored activities.
 - A) School building principals will have sole discretion in approving the total number of school sponsored days of absence that a student will be allowed per semester up to and beyond the fifteen (15) day limit.
 - (1) Exemption to the 15 days of total absence covered in Approved Absenteeism.
 - B) Students with one (1) documented unacceptable absence may lose the privilege of being granted school sponsored absences for the remainder of the school year. The building principal will have sole discretionary power concerning this matter.
4. Approved absenteeism is a student absence from school instruction that conforms to the following criteria. Students that are approved absent will be allowed every opportunity to make-up any school instruction missed.
 - A) Advance written authorization submitted on the Excuse From Attendance form by parent or legal guardian to the building principal with reason falling within bounds of a valid excuse.
 - (1) Parents are encourage to submit an Advance written authorization to the building principal as early as possible to help arrange make-up work and limit class disruption to a minimum.

- B) No student will be granted an exemption for missing more than the maximum number of days allowed per school semester without submitting the Official Student Excuse Form in advance of the student absence. The form must be submitted to the building principal at least 5 school days before the planned absence. Failure to secure advance authorization can result in the student being listed as unexcused absent.
 - C) Emergency situations will be handled on a case by case basis by the building principal. Emergency situations do not release parents from the requirement of submitting the Official Student Excuse Form.
 - D) Submission of Excuse From Attendance form presented to building principal within 2 school days of absence commencing with the day the child returns to school.
 - E) School building principals will have sole discretion in approving any absenteeism up to and beyond the fifteen (15) day limit.
5. Unapproved student absenteeism will be defined as truancy and will be prosecuted according to the guidelines established within this policy and according to state law. An unexcused student absence will be counted towards the students total absenteeism for the entire school year. This will affect the total number of student absences for both school semesters. Determination of student truancy for the requirements of this policy will be based upon the following factors and definitions:
- A) Failure by a parent or guardian to enroll a child who is seven (7) years of age and has not reached the later of the following dates: the child's 16th birthday, completion of the requirements of the 8th grade prior to the first day of school in any school year constitutes truancy.
 - B) Reason for missing school instruction listed on Official Student Excuse Form that does not conform with verifiable reasons as determined by school building principal.
 - C) Authorization form submitted by unauthorized person or persons.
 - D) Failure to submit Official Student Excuse Form to school building principal within 2 day period, beginning with the first day the child returns to school.
 - E) Absenteeism beyond the fifteen (15) day per semester limit without the approval of the building principal.
6. Authorized persons for submitting the Official Student Excuse Form:
- A) The school building principals will have on file a list of all individuals authorized for the purpose of verifying a students absence. Parents and or legal guardians will provide a current home phone number and message or work phone number, and current address listing to the building principal upon request.

- B) Building principals will have sole discretionary power in the determination of authorized individuals.
- C) Authorized individuals will include, but shall not be limited to:
 - 1. Natural parents
 - 2. Adoptive parents
 - 3. Legal guardians
 - 4. Authorized day care providers
 - 5. Medical professionals
 - 6. Authorized Social Service agency personnel

7. Valid excuses:

- A) Acceptable student absences must conform to the following reasons:
 - 1. Illness or medical treatment (Personal or immediate family)
 - 2. Death in the family or close personal friend
 - 3. Family trips and activities
 - 4. Work in connection with family income
 - 5. Family emergencies
 - 6. Professional appointments

8. Tardiness:

- A) Student tardiness will be defined for the purpose of this policy as the absence of up to two (2) hours of any school instruction or activity by a student.
- B) Absenteeism beyond the two hour limit will be defined as a full day absence subject to the rules and regulations pertaining to school sponsored absenteeism, acceptable absenteeism, and unacceptable absenteeism.

SECTION IV

Attendance enforcement:

1. Penalties for students and or their parents who fail to abide by the rules and regulations of this policy will be determined on whether the absence is listed as unacceptable absenteeism, or absenteeism up to 12 or more than fifteen (15) days of school instruction per school semester. School building principals and district attendance officers will enforce either alone or in combination academic sanctions and in-school suspensions and detentions. Building principals and district attendance officers will depending upon the circumstances instigated judicial proceedings against students and or parents.
 - A) In-school suspensions and detentions will not be counted as a day of absence.
2. Student's with a documented unacceptable absence and or absenteeism beyond the fifteen (15) day limit will be required to make-up instructional time or work missed during the current school semester. Student's will be required to make-up all instructional time or work missed during the current school semester by attending after school sessions. Depending upon the semester time requirements make-up work may be scheduled during the following school semester by attending after school sessions and or summer sessions.
 - A) The scheduling of make-up work or instructional time as a result of an unacceptable absence or absence beyond fifteen (15) days will be determined by the building principal and involved teachers.

Enforcement of unacceptable absenteeism:

1. Any student documented as having an unacceptable absence as determined in Section III will be subject to the following penalties:
 - A) First offense: notification of parents by phone and or writing, student detention. Detention will last one period for each period of absence. Student will receive a grade of "0" for the day.
 1. The building principal can with-hold the privilege of granting any school sponsored absences for the remainder of the school year to any student documented as having one (1) unacceptable absence.
 - B) Second offense: notification of parents, notification of attendance officer, student detention. Attendance officer will notify parents in writing requesting a parent conference with the school building staff, and that if student becomes truant for any two (2) days of the current school year further legal proceedings will be initiated. Detention will last two periods for each period of absence. Student will receive a grade of "0" for the day of absence.
 - C) Third offense: In-school suspension of student from school activities until parents meet with building principal and or building conference staff for readmission. Student will receive a grade of "0" for day of absence.

- D) Fourth offense: Attendance officer will issue "Notice To Appear Citation" to parents, formalizing a court appearance date. In-school suspension of student until court hearing. Student will receive a grade of "0" for the day of absence and each day of suspension.
1. Building principals will notify the attendance officer if a student is documented as one (1) day unacceptably absent after the fourth offense. Student will receive in-school suspension until the end of the current school semester, or until a judicial decision is made concerning the student's absenteeism. Student will receive a grade of "0" for every day of suspension.

Enforcement of absenteeism beyond fifteen (15) days per semester:

1. Any parent of any student that accumulates up to 12 or more than fifteen (15) days of absences per semester and has not received an exemption from a building principal as stated in Section III, will be subject to the following notifications and or penalties:
 - A) Upon the accumulation of 12 days of absences by any student during a school semester the building principal will notify parents in writing that the student is in danger of exceeding the days of absence allowed. The principal may instigate the following procedures:
 1. Conduct a review of the students academic and behavioral record.
 2. Request a parental conference with a building centered assistance team.
 - B) Upon the accumulation of 15 days of absences by any student during a school semester the building principal will:
 1. notify parents by phone or mail that the student will require an exception to miss any further school days.
 2. failure to secure an exemption will result in student being listed as unexcused absent subject to the rules of enforcement.
 3. principal may schedule a parent conference.
 - C) Upon the accumulation of 16 days of absences by any student during a school semester the building principal will notify parents in writing that the student is unexcused absent subject to the rules established for the enforcement of unexcused absenteeism.
 1. Enforcement will follow the guidelines covering unexcused absenteeism beginning with the first offense.

Attendance Policy Procedures for Kindergarten - Grade 8

Procedures:

1. Building Principals working in conjunction with district attendance officers grades K-8 will be responsible for the accurate accounting and reporting of attendance for all children assigned to their school.

- A) Principals and or building staff will ensure that each student absence is documented by the Official Student Excuse Form.

1. Principals or staff will be required to distinguish between four aspects of the excuse using the code section to record: reason for the absence, type of notice given, intervention step being initiated, and student grade level.

Code 1 2 3 4 5 6

- 1 Illness or medical treatment (personal or family)
- 2 Death in the family or close personal friend
- 3 Family trips and activities
- 4 Work in connection with family income
- 5 Family emergencies
- 6 Professional appointments

Code A B C D E

- 1 Advance notice
- 2 Notice within 2 day limit
- 3 Tardy of more than 2 hours
- 4 Excuse presented after 2 day limit
- 5 Excuse presented with invalid information

Code SI S2 S3 S4 S5

- 1 Step one intervention (Letter and in-house Team)
- 2 Step two intervention (Parental Meeting)
- 3 Step three intervention (YCICIT Referral)
- 4 Step four intervention (YCICIT Intervention)
- 5 Step five intervention (Court hearing)

Code 1 2 3 4 5 6 7 8

Grade level of student

- B) All principals and or staff members will be responsible for maintaining an accurate accounting of the total number of days of absence for each student during the current school semester. Unacceptable absences count for the entire school year, not just the semester in which it occurred.
- C) All Principals and or staff will maintain a current listing of all authorized individuals for validating a students absence.
 - 1) Use of a signatory card.

- D) All Principals will maintain a written report documenting any academic penalties, parental meetings, and attendance officer contacts occurring as a result of a student's attendance record.
- 2. Attendance Officers serving within Yellowstone County will be responsible for the identification, accounting, and reporting of children not enrolled in the district they serve.

Step 1

Total Attendance:

- 1. Accumulation of 5 or more days total absences by a student during a school quarter building principals can depending on professional discretion instigate an academic and class room behavior check.
 - A) Parents and students informed that intervention help is available if needed.
 - B) Parents and students informed of consequences if student misses additional days.
- 2. Accumulation of 8 or more total days of absence by a student during a quarter or semester building principal can depending on professional discretion notify parents by mail or phone and student by office visit concerning the:
 - A) formation of an in-house team to review student's academic, and behavior record.
 - B) the penalties that exist for accumulating more than 15 days of absences.

Step 2

Total Attendance:

- 1. Upon the accumulation of 15 total days of absences by a student during a school semester the building principal will notify parents in writing that any further absences by the student in the current school semester will be listed as unexcused and subject to the penalties of student truancy. The building principal will request:
 - A) a parent meeting with the in-house team to attempt to solve the student's attendance problem. The team will review student's academic and behavior record.

Unexcused absence:

- 1. Upon the documentation of 1 day of unexcused absence in a school year, or 16 days of total absences in a semester by a student the building principal will notify parents in writing or by phone the penalties involved with student truancy, and the procedures listed in Section IV of the Attendance Policy. The Principal can request a parental meeting to discuss the situation.

Step 3

Unexcused absence:

1. Upon the accumulation of 17 total days of absences in one school semester or two (2) days of unexcused absences in the span of one school year by any student the building Principal will notify the Attendance Officer using Form (1A).
2. The Attendance Officer will immediately upon notification send a copy of Form (1A) to the Yellowstone County Interdisciplinary Child Information Team (YCICIT) Coordinator. The Attendance Officer will then immediately:
 - A) notify the parents; using Letter Form (1L), by regular mail.
 - B) notify the district office responsible for student records to make the truant's records available to the YCICIT Coordinator.
 1. Attendance Officer will be responsible for conducting home visits in cases of undeliverable mail.
3. The YCICIT Coordinator will establish a case file on the truant recording information gathered from a records search of the following agencies:
 - A) all public school attendance records,
 - B) Yellowstone County Youth Court records,
 - C) law enforcement arrest records,
 - D) Department of Family Services records.
4. The case file compiled by the YCICIT Coordinator will then be made available to the Principal of the school in which the truant is currently enrolled. The case file will be presented no later than two (2) days after notification by the Attendance Officer.
 - A) In the case of a child deliberately not enrolled by parents, case file will be sent to Yellowstone County Attorney's Office within the same time frame for a decision on prosecution.
5. The Principal will then notify the Attendance Officer as the following situations occur:
 - A) Parents reported to the Principal in regard to solving the truancy of the child in question.
 - B) Parents failed to respond to the letter requesting a conference to correct the truant behavior.
6. In the event that the parents reported to the principal establishing a meeting, the Intervention Team of the YCICIT can be requested. The following conditions listed below must exist before the YCICIT Intervention Team will become involved:
 - A) Student has current involvement with one of the following Social Service Agencies: Department of Family Services, Youth Court Services, Youth Treatment Center.
 - B) Parent or authorized individual consents to the involvement of the YCICIT by signing the consent to release information form.

- C) Principals will contact the Attendance Officer who will request the involvement of the YCICIT Coordinator and or Staff using form (3A).

Step 4

1. Upon the accumulation of 3 days of unexcused absence in one school year or 18 days of total absence in a semester by a student, the principal will notify the parents and the attendance officer.
 - A) Student will be subject to in-school suspension until the parents attend a school conference for the readmission of the student.
 - B) The principal will inform the parents that the Intervention Team of the YCICIT will be requested.
 1. Principal shall attempt to gain parental consent form for information release and YCICIT involvement.
 - C) The attendance officer will request the involvement of YCICIT Intervention Staff using form (3A).
 - D) The YCICIT Coordinator will establish an Intervention Staff with or without parental approval. Staff will be established within 2 working days of securing County Attorney's Office approval.
 - E) The YCICIT Coordinator will compile information reports from involved agencies in case file. Completed case file will be available to the building principal and at the YCICIT Intervention Staff meetings only.

Step 5

1. Upon the accumulation of 4 days of unexcused absences in one school year or 19 days of absences in one school semester the building principal will notify the attendance officer.
 - A) The Attendance Officer will immediately:
 1. Deliver a "Notice to Appear" citation to the parents or guardians of the truant child.
 2. Notify the YCICIT Coordinator of the delivery of the citation.
 - B) The YCICIT Coordinator will immediately access the Principals record of previous intervention and will send a copy of the complete case file to the County Attorney's Office. The Coordinator will be responsible for the following actions:
 1. keeping an accurate up-dated record of all court proceedings and sentencing guidelines.
 2. keep all involved parties; the school Principal, the attendance officer, and the YCICIT Intervention Staff apprised of the situation.

- C) If school attempts to end the truant behavior and court actions fail to provide determent, the Principal can reinstate the process as covered under Step 5. In addition, the Principal or Attendance Officer can make a request to have the case staffed by the YCICIT Team Members by using form (3A) and without having to meet the criteria set forth under Section 6 of Step 3.

A P P E N D I X P

YELLOWSTONE COUNTY INTERDISCIPLINARY CHILD INFORMATION TEAM

Sample Job Description

Title: Youth Information Management Coordinator

- A) **Description:**
This is a full-time 12 month position. Responsibilities involve working for the Yellowstone County Interdisciplinary Child Information Team.
- B) **Education:**
Minimum of a Bachelor's Degree in Education or Public Administration, or Business Administration, or any combination of education and experience in government administration, human services, and education that the YCICIT Board may find appropriate.
- C) **Other Requirements**
Must have demonstrated abilities in the following areas:
1. Knowledge of federal, state, and professional laws and regulations regarding confidential information disclosure.
 2. Knowledge of all social service agencies involved with the care and treatment of missing, abused, and neglected children.
 3. Knowledge of growth and developmental stages of children.
 4. Experience in the development of child and family intervention and assistance programs.
 5. Public speaking and public relations.
- D) **Responsibilities will involve:**
1. The establishment of program goals, objectives, procedures, and implementation schedule.
 2. Administration of Board directives and program policies.
 3. Writing and maintaining grants and in-kind funding commitments from public and private sources.
 4. Coordination of services and information sharing between child service agencies and schools.
 5. Conducting case research and longitudinal evaluations for school and agency personnel, intervention personnel, and judicial hearings.

E) Knowledge, Skills, and Abilities:

1. Knowledge of data entry and data processing operations.
2. Knowledge of modern office procedures and practices.
3. Knowledge of statistical analysis.

1. Skill in the use of modern word processing equipment.
2. Skill in writing program policy, and grant applications.
3. Skill in development and auditing governmental budgets.

1. Ability to communicate with wide variety of clients and professionals orally and in writing.
2. Ability to organize office procedures and program objectives.
3. Ability to complete work assignments with a minimum of supervision.

F) Duties:

1. Will create program policies and procedural guides.
2. Will manage implementation of program objectives.
3. Will develop and implement in-service training programs.
4. Will coordinate selected county wide intervention and treatment programs.
5. Will create and present program budget.
6. Will coordinate and report program meetings.
7. Will prepare and distribute Year End Report.
8. Will conduct public awareness campaign.
9. Will be responsible for any other duties the YCICIT Board members identify.

This project was supported by Drug Free Schools and Communities Act funds awarded by the U.S. Department of Education to the Montana Board of Crime Control. Points of view or opinions contained within this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Education or MBCC.